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Supply staff could face 40% pay cut on hourly rate

by Jeremy Sutcliffe

Local education authorities are considering savings worth millions of pounds which, if implemented, would mean massive pay cuts for hundreds of supply teachers.

Dorset education authority will next month review a report drawn up by Mr Peter Gedling, the chief education officer, which recommends a change in the way supply teachers are paid.

The proposal, one of several options to be considered at a special education committee on November 2, is for supply teachers' salaries to be calculated on an hourly basis at point 4 of the new main teachers' grade. Savings of more than £600,000 a year are anticipated.

The recommendation is controversial for two reasons. First, it means supply teachers would be paid towards the bottom of the teachers' scale, instead of according to age, qualifications and experience. Under the present system, most supply teachers are paid at or near the top of Burnham Scale one.

Second, if salaries are calculated at an hourly rate based on the new contract of 1,265 hours, Dorset's 400 or so supply teachers would lose up to 40 per cent of the amount they expected to receive under the latest phase of the pay deal due from October 1.

The supply teachers have reacted angrily to the proposal, and have formed a new pressure group, the Dorset Supply Teachers' Association, to fight the proposals.

A founder member, Mr Rob Weston on supply at St Peter's RC comprehensive in Bournemouth, said: "Everyone we have phoned is facing a tremendous pay cut. My own would be roughly 40 per cent, but most are in the region of 32 to 40 per cent."

The association is threatening strike action if the plan is approved.

But the implications spread beyond Dorset. Several northern authorities, Labour as well as Conservative, are considering similar options.

It is believed they are eager to pay supply teachers at a fixed point, irrespective of age, qualifications or experience, which for many could mean significant cuts.

Mr Bob Hymers, principle education officer in charge of Dorset schools, admits the proposals will mean pay cuts for many supply teachers and that they will be at a lower point on the scale.

But he said the authority was seeking to use the substantial savings to employ around 50 extra teachers in the county. "The driving force is how to use the education budget most effectively for the benefit of the children in the schools," he said.

The extra teachers, he argues, would improve the county's below average pupil-teacher ratio, and bring benefits to GCSE classes, reception and special needs children.

A spokesman for the National Union of Teachers said his union was fully aware of the developments and had written to Dorset asking them to meet with a delegation of NUT officials.

Industrial action was "always an option", the spokesman said. "But we want to talk to them. We believe we can solve it."

The spokesman accused Dorset of being "even more hardline than Kenneth Baker" and of exploiting what were difficult circumstances caused by the plan to impose pay and conditions.

"By combining the fact that they are only paying them at point 4 of the main professional grade with only paying them for the amount of time in front of the classroom, they are ignoring the all-round professionalism of the teacher and what that teacher can contribute to the school."

Schools throughout the country are dependent on supply teachers. Any attempt to impose the pay cuts will almost certainly result in union action with children missing lessons and probably being sent home.

If the local authorities go ahead with the scheme, the resulting industrial action could coincide with the disruption threatened this week by the teacher unions infuriated by Mr Baker's announcement on Tuesday that next year's pay increase will have a ceiling of £500 million – about 4 per cent.

Mr David Hart, general secretary of the National Association of Head Teachers, has warned that industrial action is "inevitable", while Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, predicted guerrilla action by his members that would rule out "any possible co-operation" with the Government's proposed reforms.

Teachers' pay, page 3



After the quake: Staff and pupils of Clifton College, Bristol, welcome visitors from Mexico City at the start of a scheme to link the Escuela Amistad Britanico Mexicana with the college. Report, page 13

Forecasts hit a gap

by Sue Surkes

The Government's expenditure plans for education, unveiled earlier this week, fall 1.4 per cent below what local authorities think they will need to spend next year just to continue with existing policies.

This is despite the claim of Mr Nicholas Ridley, the Environment Secretary, that the planned figure of £13.4 billion for next year represents an 8 per cent increase. His percentage was arrived at by comparing Government plans for the current financial year with those for the next. His figure takes account of the teachers' pay settlement.

The £13.4 billion represents only a 4.8 per cent increase over what local authorities have actually budgeted to spend during the current financial year.

And it falls below the £13.6 billion that they believe they will need next year if, as some doubt, inflation remains at around 4 per cent. Their forecast does not take account of the recent Nalgo pay settlement which is expected to add a further £50 million to their projection.

Mr Ridley confirmed that five more councils have been selected for rate-capping next year. They are Ealing, Kingston upon Hull, Liverpool (which was ratecapped last year), Manchester and Waltham Forest.

Education authorities re-selected for rate-capping are Haringey and Newcastle upon Tyne. The Inner London Education Authority will continue to have its rate limited.

The councils re-selected for rate-capping face a cash standstill on this year's spending levels while the limit of those newly-selected will represent a 6 per cent increase over the 1987 to 1988 budget. The limits for both will include an allowance for the full-year costs of the teachers' pay settlement.

ILEA considers opening its schools to homeless families

by Sarah Bayliss

A plan to relieve the acute stress on homless families living in bed and breakfast hotels by offering them play space and cooking facilities in schools is under consideration by the Inner London Education Authority.

The use of school premises out-of-school hours is part of a package of measures designed by the authority to help the children of 8,000 families believed to be living in cramped and squalid conditions in the capital's worst hotels.

The numbers, which have doubled in only 15 months, have led to temporary classrooms being erected in the Bayswater schools around Paddington Station and extra education social workers being drafted in.

Three new co-ordinators have been appointed to monitor the repeated movement of children from one hotel to another and to find school places for the estimated 800 children believed to be school-less as well as homeless.

A team of administrators has been checking children's addresses to ensure that recoupment costs are paid to the ILEA by the outer boroughs which continue to send homeless families into central London. Over £1.5 million has been netted so far.

A report detailing the measure was being considered by the ILEA's development subcommittee this week and politicians are seeking a meeting with ministers at the Department of Education and Science. Through a pooling arrangement, the DES faces a mounting bill for the children of "no fixed abode".

Meanwhile, a GP from the Bayswater district warned last week that a major catastrophe involving multiple deaths of children would have to happen before national attention focused on the plight of homeless families.

Dr Richard Stone, addressing the annual general meeting of VOLCUF, the Voluntary Organizations Liaison Council for Under Fives, said four children had died from accidents in the past two years in Bayswater hotels.

"I see the most health-damaging environments every day and nobody is doing anything about it."

This week, the outer London borough of Barking and Dagenham said it would refuse planning permission to the Conservative-controlled borough of Westminster which wants to rehouse indigenous homeless families in pre-fab homes on industrial wasteland. Labour councillors have said their services are stretched to the limit and that schools in the area are full.

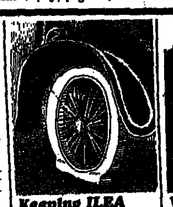
See News Focus, page 15

THIS WEEK

COMMENT 2
LETTERS 5
APPOINTMENTS/WORK 10
NEWS FOCUS 14, 15
OVERSEAS NEWS 16, 17
LETTERS 18, 19
TALKBACK 20
FEATURES 21-33
REVIEW/BOOKS/ARTS 24-30
RESOURCES/MEDIA/IT 31-33
PERSONAL COLUMN, NOTICEBOARD AND CROSSWORD 76
CLASSIFIED 44



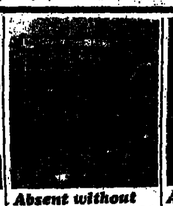
Governors – 4 page pullout



Keeping ILEA on the road 4



Window on child abuse 12



Absent without leave? 21



According to Benn 34



EXTRA! English 35–42

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RECIPE FOR DEADLOCK

Mr Kenneth Baker's Green Paper on *Teachers' Pay and Conditions* (page 3) will bring little joy to the teachers' unions, nor yet to any teachers who still set store by what used to be called "free collective bargaining". Nor will it be any more attractive to the local authorities, the main employers of teachers.

On the positive side, Mr Baker has at least tried to restore some sort of negotiating machinery. He has resisted some of the more extreme suggestions. It comes as a mild relief to find that a national salary structure is to continue though there are likely to be more regional variations. The discussion paper flirts with the idea of doing away with national salary fixing and reverting to bargaining at the level of the individual school of local authority, but decides without too much difficulty to eschew ultra-radical measures.

If Mr Baker has resisted a few of the sillier ideas which people have thrown at him, he has also resisted the idea of the independent pay review body which some, in their more optimistic moments, had hoped the interim salary committee might be allowed to grow into. (To rub in the limited role of the interim advisory committee, Mr Baker has also announced a ceiling of £300 million – 4 per cent – on what it can distribute for 1988/89.) The discussion document notes that most of the unions have not followed the Professional Association of Teachers in endorsing the idea of a review body. It declares that such bodies are only suitable for professions which do not go on strike, and sees no reason to believe the teachers' unions would give dependable no-strike guarantees on which such a system could be erected.

This is a great pity – an opportunity lost. If such an arrangement were made to depend on such guarantees; perhaps they would have been forthcoming, and the whole professional climate might have changed for the better. It would have been splendid to have challenged the teachers with an offer along those lines. In reality, there are bound to be suspicions that the teachers' behaviour in the past is just an excuse. Mrs Thatcher dislikes all independent bodies – and independent review bodies most of all – and would be most reluctant to see any such institution created for the undeserving teachers.

The document sets down three requirements for a future settlement:

- ☐ It should be designed to provide that settlements have due regard to the need to recruit, retain and motivate sufficient teachers of the right quality.
- ☐ It must ensure that settlements support effective management of the schools and provide for proper career-long development and incentives.
- ☐ It should be designed to ensure that settlements have due regard to affordability and to the needs of the national economy.

These principles have a beguiling simplicity, a sort of obviousness which begs all the serious questions. It is quite obvious that settlements ought to be "affordable", and have due regard to the need to "recruit, retain and motivate" but what happens if the settlement needed to do that bumps into the Treasury's idea of what is affordable?

Setting out principles makes for methodical Green Paper-making, and enables the author to put forward clues in chapter 4 which will come in useful when he solves the mystery in chapter 7. But one principle is missing. Mr Baker should have added to his "requirements for the future" an insistence that the new procedures should be designed to make disruption and industrial action a thing of the past.

What emerges from Mr Baker's lengthy musing is a new Teachers Negotiating Group on pay and conditions, with the Secretary of State in effective control of the management side. Mr Baker contends that the local authorities – though still the employers – will only contribute 25 per cent of the cost (that part of the expenditure which will, in future, be paid for by the poll tax). So they will only get a quarter of the voting strength.

On the teachers' side will be the familiar representatives of the unions, probably with weighted votes depending on their certified membership. But as there will be a separate heads and deputies subcommittee, the National Association of Head Teachers and the Secondary Heads Association will only have observer status in the main committee, but come into their own when the "managers'" salaries are considered.

The big departure from the old arrangements will be the power the Secretary of State intends to take to impose a settlement by Parliamentary Order, if he cannot get an agreement. Past experience suggests he will have to use this power very often. All negotiations will take place in the shadow of these arbitrary powers, which will remove the incentive to reach agreement by compromise. It will not be long before negotiations on this model end in deadlock and the cycle of disputes and industrial action begin all over again.

The short answer is that very few individuals among the teaching profession, irrespective of their union or association, will see these proposals as more than a modest improvement on the admittedly hopeless Burnham arrangements. They will recognize the potentially oppressive nature of what Mr Baker is proposing. They will hesitate to trust any Minister with the powers he is demanding.

As for the local authorities, the question must arise: why should they bother to take part in the Secretary of State's charade? How much longer will it make sense for the local authorities to masquerade as the employers of teachers?

Second opinion

BREAKING OUT OF UNIFORMITY

Far too many educationists have shown a depressing preference for uniformity in the current debate over the national curriculum. They have forgotten that as children are different in their potential and personality they will benefit from being exposed to different educational experiences.

The suggestion that all children can be satisfactorily catered for within each comprehensive school, be it primary or secondary, does not hold water. This contention is at the very root of much of the support for the Government's recent proposals. We all know of children who have not fitted into a particular class or a particular school but who have thrived when moved.

Our experience does not support views advocating uniformity, quite the opposite. The PNEU (Parents' National Educational Union) and its modern offspring the World-wide Education Service have always had a core-curriculum, in the sense that they have recommended special schemes of work for language, mathematics, science and humanities, together with a recommended allocation of time. However, within many areas there is scope for the child to select the topics which interest him or her.

We take as our starting point the needs and potential of the individual child – "children are born persons" – as Charlotte Mason, the founder of the PNEU, said. We operate literally world-wide, and are involved in both the maintained and independent sectors of education in this country. We support families who are educating their own children at home both in the United Kingdom and in over 120 different countries overseas. We establish and run small one and two-teacher schools on sites in countries as far apart as South Koren and Papua New Guinea, as well as providing educational services to many of the big English-speaking schools overseas.

What we find is that in all these circumstances children can learn effectively although, not surprisingly, some will benefit more than others. Also, children's needs vary as they grow up. For example, some children may benefit from a period outside the normal school system while they are being educated at home by their parents. This is not a plea for home-schooling as such – on the whole we advise parents that whenever possible they should send their children to an ordinary school – rather it is an attempt to illustrate that at different stages some children may benefit from a totally different approach. Both local education authorities and the teaching profession have alienated support by failing to recognize this common-sense truth.

Nor is choice to be confused with competition. Charlotte Mason, like the Quakers, was rightly sceptical of the value of competition and emphasized the need of individuals to compete against themselves rather than against others. At the very least we should recognize that while overt competition may encourage some, it actually discourages others, not only those who become labelled as "failures" but often some of the most gifted as well. The philosophy underlying the Government's proposals that schools should compete against schools and pupils against pupils is likely to be a blunt and counter-productive weapon. By all means let us have choice so that we can offer a range of alternatives to suit the needs of individual children. What we do not want is everything the same but labelled "good, bad or indifferent". There is, I feel, in some quarters a gut reaction which says: "If we only tell people how bad they are often enough it will somehow make them better". Good teachers and wise parents know that this is false.

Hugh Boulter

Hugh Boulter is director of the World-wide Education Service of the PNEU, which this year celebrates the first centenary of its creation by Charlotte Mason.

COMMENT

BEYOND COMPASSION

That sloppy old concept "the compassionate society" is Scrutonized in the latest issue of *The Salisbury Review*, with customary unsentimental elegance in Roger Scruton's own editorial, and with more leaden-footed irony by Geoffrey Partington.

"Applied without warmth or discrimination, and changed from a human emotion to an abstract principle of order," writes Scruton, "compassion becomes a social disease – a permanent excuse offered to the irresponsible."

Partington singles out the non-judgemental characteristic of the compassionate society for his particular scorn, together with its alleged antipathy to "the so-called traditional family" and to what he calls the "blame-the-victim syndrome".

"Take for example the children of single-parent families," he mocks. "In the compassionate society of the future they will receive considerably more additional resources, financially, educationally and culturally, to compensate for their economic and emotional deprivations."

It is especially instructive to consider such cool reappraisals of the do-gooding ethic in the week in which we also print Sarah Bayliss's report on the rootless and hopeless existence of children living in bed-and-breakfast squalor (News Focus, page 15).

How do the strictures of the new-Right relate to such children, as they struggle to do their homework in the Paddington hotel rooms where they and their lone, powerless, mothers have been dumped, or make a transient appearance in the schools which have a legal duty to educate them?

If this sort of excuse for a housing policy were really a compassionate society at work, it would be a damning indictment. But the reality is that these homeless families are caught in the middle of a disastrous amalgam of both Conservative and "compassionate" policies at their worst. All the money being poured into the welfare bucket is leaking straight into the hands of seedy hoteliers.

There will never be perfect answers to the problem of how to house those who fall through every net because of personal disaster or inadequacy or *force majeure*. But are not these among the very people for whom a stock of council houses was originally provided? Labour councils even extended the idea in pursuit of municipal empires. Now the Conservative policies are over-compensating with wholesale privatization.



But if the required blend of clear-thinking and compassion seems unlikely to be applied to housing, the search for practical educational solutions must continue if young lives are not to be wasted.

The Inner London Education Authority has made tremendous efforts, but what here is a clear case of boarding need. These children will never learn or thrive without a spell of stability and continuity. By all means discard discredited compassionate thinking, substitute Conservative policies with warmth and discrimination, and extend the assisted places scheme.

RADIO DAYS

The BBC is to be congratulated on its plans for educational radio. In one fell swoop it appears to satisfy Government requirements, placate irate teachers and woo new audiences.

The firm commitment to keeping School Radio on a VHF frequency by moving it to Radio 3 is a recognition of the obligation to thousands of schools which equipped themselves – at the request of the BBC – with VHF receivers. Those who sent their protests to the managing director of radio can know their arguments have been heeded. They cause has undoubtedly been helped by the Green Paper on radio published in February, which placed the whole onus of public service broadcasting on the BBC.

So, after years of being squeezed into corners where they would least disturb mainstream audiences – mid-morning opt-outs from Radio 4 medium wave, weekend afternoon slots and night-time broadcasts – educational programmes will get a home of their own.

When proposals to rationalize the radio frequencies are implemented in the 1990s, Radio 2 medium wave will become "the BBC's education and sport service". This will offer educational broadcasters much greater scope for creative scheduling throughout the day. School radio, children's radio, continuing education, the Open University and Open College will sit comfortably together as departments with common interests; a greater sharing of experience would be no bad thing.

One potential hazard remains. Sport and education are unequal team mates. What, one wonders, will happen when the Test Match gets exciting?

NO COMMENT

"Dalkeith Ironmongers Ltd, Kettering. 8 Thumbscrews @ 30p = £2.40".

Petty cash invoice submitted for payment to the authorized Assistant Teacher at a Leicestershire school.

NEWS



Inspector's eye: Miss Rosalind Ramirez, a former HMI, attended the unveiling of a wall plaque on the Cheltenham Infant School – the earliest surviving example of a purpose-built infant school. The building had a gallery and playground and was opened in 1830 for 250 pupils to the designs of Samuel Wilderspin. The plaque was erected by the Cheltenham Society with the College of St Paul and St Mary, Cheltenham.

A ceiling on next year's pay increase and new plans for negotiating salaries and conditions were announced on Tuesday. Ian Nash reports

Unions join in opposition to £300m pay ceiling

Headteacher and teacher unions have warned of renewed industrial action and refusal to co-operate with the Government's planned education reforms, following Mr Kenneth Baker's announcements on pay this week.

The Education Secretary imposed a £300 million limit – about 4 per cent – on next year's pay increase and said in a Green Paper he intended to take control of all future talks on pay and conditions.

Mr David Hart, general secretary of the National Association of Head Teachers, described the measures as "a recipe for increased tension which will lead inevitably to industrial action. It is a dismal prospect," he said.

Condemning the decisions as "draconian", Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said his members would be "disgusted and angry", adding morale would hit rock bottom. The NAS/UWT had already demanded 15.5 per cent for 1988/89.

It was too early to forecast strikes, but Mr de Gruchy predicted "an end to any possible co-operation with the proposals in the consultation documents", which could prove more effective.

Mr Peter Smith, general secretary of the Assistant Masters and Mistresses Association, said Mr Baker had impossible constraints on the Interim Advisory Committee, set up in July as a temporary replacement to the Burnham Committee.

The committee, chaired by Lord Chilver, has been asked for recommendations on changes to pay rates, modifications to differentials and teachers' duties, London weighting and the possibility of other regional allowances and the future of the social priority allowance.

It was impossible to produce sensible priorities given the pay limit, said Mr Smith. And he predicted that similarly "impossible constraints" would be imposed on the teachers' negotiating committee, which is proposed as the new statutory machinery in the Green Paper.

"All history indicates that if employers impose arbitrary limitations on pay settlements, sooner or later frustration boils over and demonstrates itself in sharply reduced morale and consequent strike action."

These fears were echoed by Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, who said: "The circumstances which caused the bitter dispute of the last four years will have begun again."

As expected, the headteachers were pleased with the proposals to negotiate their pay and conditions separately, but there was little else to please anyone, particularly since the 4 per cent available was only half the present average settlement for white collar staff.

Mr Peter Snape, general secretary of the Secondary Heads Association, said: "Any further move by teacher unions to start strikes and working to rule will be disastrous."

But moves for a united campaign have already begun with a call from the NUT for an emergency meeting of all unions for a common pay claim in response to the proposals. Most unions have also said the advisory committee should assert its independence and tell Mr Baker that his proposals are impossible.

The Professional Association of Teachers is extremely unhappy with the Green Paper, having recently announced its support for a review body. Mr Peter Dawson, PAT general secretary, said it was prescriptive and "not so much a Green Paper as an off-white paper".

Baker lays down the rules

Stringent limitations were imposed this week on the coming debate over new machinery to negotiate teachers' pay and conditions when Mr Kenneth Baker ruled out any chance of an independent review body or joint negotiating council.

In a Green Paper published this week, the Education Secretary calls for a Teachers' Negotiating Group ('TNG) to be set up, claiming that the alternatives would be no better than "the discredited Burnham Committee".

Government representatives would have an absolute majority of seats on the employers' side. The teacher unions would have a suggested two seats each, with the possibility of a card vote in proportion to the number of paid-up members.

In the event of a deadlock, the agreement of both sides would be needed for arbitration and then the arbitrator would most likely be appointed by the Education Secretary, who would also be able to end the dispute by an Order of Parliament.

If Mr Baker gets his way, the machinery for teachers' pay and conditions would be more akin to that of the civil service than of other public sector groups. The Government says it intends to move from the present interim arrangements to a permanent statutory body by 1990.

Two separate committees are envisaged to deal with assistant teachers' pay on the one hand and heads' and deputies' on the other. Moreover, if there was support for it, the Government would consider separate committees for primary and secondary schools.

The unusually prescriptive nature of the consultation paper reflects the Cabinet pressure Mr Baker is under to come up with permanent arrangements that can be more effectively controlled by the Treasury's view of how much is in the public purse.

Mr Baker says he is ready to consider setting up a new body by April 1989 but this is highly unlikely unless there is unerifical agreement to his proposals for a TNG.

The Government justifies its domination of the proposed new body by pointing out that when the community charge is introduced, only one quarter of the education revenue will be raised at the discretion of the local education authorities.

Future negotiations will be "guided" by three key principles: "the need to recruit, retain and motivate sufficient teachers of the right quality," the need to ensure career-long development and incentives for teachers, and the need to give "due regard" to what the country can afford.

While the Government will want national pay rates with top-up regional variations, reflecting cost of living and shortages of teachers in key curriculum areas, it is also keen for governors to have discretion over incentive allowances.

In a statement which dashes any hope of a pay review body that would resemble what teacher unions wanted, the Green Paper says: "The Government has concluded that permanent arrangements for determining teachers' pay and conditions should be within a statutory framework."

Teachers Pay and Conditions: A consultative document: HMSO, £4.50.

Classics lobby fails to change core proposals

by Sue Surkes

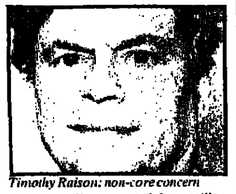
Speculation that Mr Kenneth Baker is to amend the national curriculum proposals to accommodate Latin was quashed this week.

A DES source said the Education Secretary had decided against dropping the word "modern" from the requirement that pupils should study a foreign language. There have been no signs he will change his mind.

The strongest pressure for changes to the curriculum proposals has come from the classics lobby and those involved in home economics.

Mr Timothy Raison, a former Government minister, this week called on Mr Baker to allocate more time to non-core and non-mainstream subjects. "It would be sad if the state education system is forced to remove classics from the curriculum," he said.

On Monday, Mr Michael Fallon, Conservtive MP for Darlington, will move an adjournment debate calling for foundation subjects to take up 70 per cent of the timetable.



Timothy Raison: non-core concern

The Joint Association of Classical Teachers backs the 70 per cent idea. It wants Mr Baker to recommend classical subjects in the remaining 30 per cent.

Councils face storm bills

County councils still reeling from the devastation of hurricane-force gales face another shock – this time from the Government.

Mr Nicholas Ridley, the Environment Secretary, has said uninsured council buildings will not be eligible for financial assistance.

Many councils in the South-East facing hefty repair bills have never insured against storm damage because of the high premiums.

A spokesman for Essex Council Council, which is facing an estimated bill of £8 million, said: "We considered it was such an unlikely event – quite simply the buildings were not insured."

East Sussex faces a bill "well in excess of £10 million".

West Sussex, which is facing a £2 million repair bill on schools alone, said it was normal local government policy not to insure against storms – although Kent insured its buildings against such damage as part of an all-risks policy four years ago.

Only a small number of the Inner London Education Authority's buildings were covered for storm damage and the authority has estimated a repair bill of up to £5 million.

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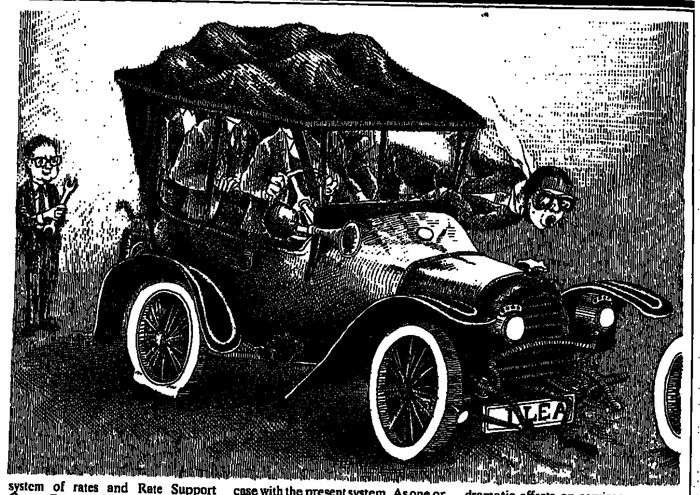
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PLATFORM

The cost of keeping inner London on the road

Tony Travers argues that the financial implications of allowing boroughs to opt out of the ILEA will not be as neutral as the Government claims



Almost all of the Government's proposed reforms to local government arise as a reaction to the activities of Labour-controlled authorities in London. Almost all of the changes will involve finance. No authority in the country will be as comprehensively changed by the reforms of the next four years as the Inner London Education Authority. The financial consequences of reform on the ILEA will be crucial in determining how parents and teachers react to several of the changes, particularly the plan to allow boroughs to opt out of the biggest education authority in the country.

Resources are so often the key to public reactions to reform. For example, when the Greater London Council was abolished last year, the Rate Support Grant system neatly operated to shift over £200 million into London, which in turn led to significant rate cuts in many boroughs in the weeks just after abolition, despite little perceptible change in overall expenditure.

Few ratepayers would have been likely to complain about the loss of an elected tier of local London-wide government in a year when their rates fell by up to 30 per cent. Money will surely be the key to what parents and teachers feel about the ILEA break-up and other policies.

Of course the Government is not stating openly that authorities which leave the ILEA will be any better off. The official line, both at Elizabeth House and in the opting-out town halls, is that the break up of the ILEA would be financially neutral. Much the same was said about the GLC break-up.

There are two aspects of the financial effects of breaking up the ILEA. The first of these aspects concerns the break-up of the ILEA's local tax base and expenditure and its consequent redistribution to any borough which decides to opt out: will some boroughs find the break-up provides them with an incentive to pull out? The second aspect is the Government's political desire to ensure that everything goes smoothly and that local taxpayers feel happy. The fact that local elections take place in London in the month after April 1, 1990, which is the date when boroughs can opt out of the ILEA *and* when the community charge is introduced, makes it doubly certain that efforts will be made to ensure that local taxpayers in opting-out boroughs are left better off.

The removal of one or more boroughs from the ILEA would require considerable changes to local government finance under the existing system of rates and Rate Support Grant. Because the ILEA's spending is high, it currently receives no block grant from the Government. Almost all of its day-to-day spending has therefore to be paid for by ratepayers.

Local government spending	Present system £ p	Proposed system £ p
Government grants	45.10	45.10
Government distribution of Business Rates	—	28.30
Total of funding from Government sources	45.10	73.40
Local business rates	28.30	
Domestic rates/poll tax	26.60	
Local taxation	54.90	26.60
Total expenditure	100.00	100.00

Under the new system all spending above the Government's need measurement falls disproportionately on the community charge.

The effect of a nationally-set uniform business rate will be to remove central London's huge rateable advantage

Non-domestic ratepayers make up a high proportion of Inner London's relatively enormous rateable values. In some boroughs (for example, Westminster, Camden, and the City of London) non-domestic rateable values are vast. It is these ratepayers, in particular, who have paid for the case with the present system. As one or more boroughs leave the ILEA, so they would be given a share of the ILEA's needs equalization grant (as part of the Revenue Support Grant). Opting-out boroughs would cease to pay towards the cost of the ILEA and would start to levy their own charge to pay for that part of their education spending which was not covered by the extra needs grant.

However, the effects of individual broughs opting out of the ILEA would not be neutral. Because the ILEA spends well above its "need" figure, it is likely that it will have a very high community charge. The new system works so that all spending above the Government's "need" measurement falls on the community charge. If a borough like Westminster breaks out of the ILEA, it should be able to continue to maintain spending per pupil at the same level as in the ILEA with a lower community charge per adult than in the ILEA. The reason for this is that Westminster has a relatively low number of school-age children per adult. As adults will be the tax base under community charge, a relative lack of pupils would be an advantage where there was spending above needs.

Boroughs with low numbers of pupils per adult are the City, Westminster, Kensington and Chelsea, Camden, and Hammersmith and Fulham, whereas those with relatively large numbers of children per adult are Hackney, Greenwich, Tower Hamlets, Lewisham and Southwark. As one or more of the former group choose to opt out of the ILEA, so there would be a greater incentive for others with relatively small numbers of children to leave. For boroughs with relatively large pupil populations, the local tax burden will increase if boroughs like Westminster, and Kensington and Chelsea opt out.

This tendency for burdens to rise in boroughs which decided to stay with the ILEA could well be compounded by the additional burden which will probably fall on the residual boroughs as the opters-out decided to leave part of the ILEA's central costs with the old authority. Thus, if the boroughs which opt out decide to set up new administrations with relatively small central services, the residual ILEA boroughs would end up bearing an ever greater share of the authority's central costs. Such extra costs would also put pressure on other boroughs to opt out.

There might, of course, be other kinds of incentives to leave the ILEA if the Government decides to try to tempt Labour-controlled boroughs to go. If there is any suggestion that boroughs which leave the ILEA would be well treated by the RSG system (in the way that boroughs in London were at the time of the abolition of the Greater London Council), it would be even harder for authorities to resist. Grant systems, even the new one to be set up in the post-1990 financial system, are susceptible to manipulation to achieve political ends. Authorities like Westminster and Wandsworth will be privately pressing the Government to assist them. Leaving the ILEA will have to be shown to produce immediate gains (that is, lower community charges) for local taxpayers, without dramatic effects on services.

The Government will be under more general pressure to push money into education, particularly in inner London. Other things being equal, community charges look set to be very high in inner London. If this is so, there might be rapid falls in spending on schools inside and outside the ILEA. Such falls would hardly be a helpful environment within which to have schools opting out of new, borough, i.e.a.s and the residual ILEA, particularly as opting-out schools will receive their cash on the basis of the education authority's (be it ILEA or a borough) new resources distribution formula. At the time all of this is happening, the ILEA may be having to vacate County Hall and move to new offices. Money may be the only way to ensure that education in inner London stays on the road.

Business ratepayers	Percent
Paying more	
Islington	+17.6
Kensington and Chelsea	+90.9
Wandsworth	+61.1
Westminster	+37.6
Paying nearly the same	
Lambeth	no change
Southwark	+0.5
Tower Hamlets	+0.9
Paying less	
Camden	−3.3
Greenwich	−3.6
Hackney	−4.6
Hammersmith and Fulham	−6.0
Lewisham	−6.1

Business ratepayers in some parts of the country will pay much lower rate bills and others much higher, under the new distribution system, regardless of whether inner London education is taken over by the boroughs.

For parents and teachers, picking their way through the potential implications of the range of policy changes hitting local education authorities will be almost impossible. Parents may have to decide about whether to vote to opt their children's school out of the l.e.a. without being certain whether the l.e.a. will be the ILEA or a borough. The financial implications of a borough opting out of the ILEA will not be neutral. It must also be possible that the more the system of education fragments in inner London, so the Government will feel obliged to spend money on it. Any extra money for inner London may have to come from education elsewhere in England.

In short, the break up of the ILEA is much less simple and neutral than meets the eye. For both technical and political reasons, schools and authorities may be differently treated in a broken-up inner London education system than in a more coherent one. Whether or not the system makes administrative or educational sense, we are now set on a road to reform which will affect Inner London more than any part of the country.

Tony Travers is research director of the Greater London group at the London School of Economics and Political Science.

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NEWS

DIARY

Name of the game

This is in the way of a cautionary tale for those of you with ideas above your station. It concerns the superintendents of Leeds and the difficulties they are experiencing with the city council.

A year ago they were called school caretakers and were much loved members of the community. In Leeds, as in the rest of the country, power and influence lay not with the head but in the janitor's office.

But then came the change in name, and, allegedly, status. And the problems began. The 480 "superintendents" have been denied contracts of employment by the council and no one, but no one, seems prepared to do anything at all about it.

It's not that the Labour burghers of Leeds are unsympathetic to the caretakers' desire for job security, rather that they are a little confused as to who is responsible.

Mr Geoff Driver, the chairman of the education committee, is clear that it is not his problem. Non-academic employees of the council are the responsibility of the personnel department, he explains.

Mr Alex Hudson, chairman of the council personnel committee, does not agree. It's a matter for the education department, he told us.

Perhaps the trade unions could sort it out? Many of the superintendents are members of the National Union of Public Employees and they have had a word with their regional official, Mr George Mudie.

Brief encounter

Mr Mudie is in a good position to get things done – he is leader of the council. We asked him what he was going to do about it and he was open and frank: "There is no problem with them (the contracts), No, no problem at all. I will not be looking into this." He then put the phone down.

This is not the view of Mr Frank Morrison, chairman of the Leeds educational branch of the General Municipal Boilier Makers and Allied Trades Union which represents the superintendents not in NUPE. He is "very concerned", but feels, as does everyone we have spoken to, that he would rather say no more.

The superintendents fear that the council will not guarantee job security because it is considering "privatising" them.

They also suspect a conspiracy of silence. They cannot understand why councillors and unions are so keen to keep the matter under wraps.

Mr Leslie Wilson, caretaker at Roundhay school, says: "I regularly work from 6.30am to 8pm. My cleaners' hours have been cut from 428 to 271. I have to do the job myself. We are all worried about the future. I am 64 at Christmas and have less to lose than the younger ones. That's why I am speaking out. This is meant to be a Labour authority and we are being treated like slave labour."

Future shock?

It is difficult not to sympathize with Mr Wilson, especially as the law is quite clear on the issue – an employer is required to issue a contract three weeks after employment commences.

Mr Mudie, a union official and leader of one of the largest local authorities in the country, must be aware of this as must councillors Driver and Hudson, both experienced politicians. If they are not careful, a little local difficulty could escalate into something rather nasty.

Acronym

Linda Blackburne meets Fred Riddell, the ACC's education chairman

Heading for the hills from County Hall



Out of the shadows: Fred Riddell outside Nottinghamshire County Hall

Tomorrow when most people are facing the hurly burly of Saturday shopping, Fred Riddell will be 2,000 feet up in the Derbyshire peaks.

A former miner, Mr Riddell – now the Association of County Councils' education committee chairman – spends most Saturdays fell-walking with his wife Sheila.

"We like to get out on the high peaks," he says. "It's a cerebral activity. While you are walking your mind is churning over. It tones one up mentally, physically and emotionnlly."

Mr Riddell, 62, chairman of Nottinghamshire County Council's education committee since 1981, is also the ACC's Labour group spokesman.

Mr Patrick Johnson, Nottinghamshire's senior deputy chief educational officer, says he's a man with a "tremendous capacity" for work. He works on papers until the early hours of the morning, but is back in London the next day for another meeting. If he is unable to work in his office in Nottinghamshire County Hall on Fridays, he asks for the relevant education journals to be sent to his Bulwell home in the city's northern suburbs.

His fell walking is the only time he gets away from it all: "a valuable safety valve", as Mr Johnson calls it.

Fred Riddell left school at 14 to work in Huckroll pit. He won a scholarship to Nottingham University to read mining engineering, but at 21 took up instead a miners' union scholarship to Ruskin College, Oxford, where he received a diploma in politics and economics. He then went back to the pits.

Why? He looks faintly surprised and says: "It's tradition. I could not have gone without the miners' money. You go back and serve your community."

When he was 28, Mr Riddell decided to leave the mines for a teaching job. He taught history, English and economics for 20 years at Highbury school, Bulwell, and Fairham school, the first purpose-built comprehensive in Nottinghamshire.

A former active member of the National Union of Teachers, he left teaching to work for the National Health Service. At 55 he retired from his community health council secretary's job to devote himself fully to local government work.

There's no doubt he takes his community work seriously. He even refuses to relate school and pit anecdotes – it's "too risky", he says with a broad smile.

But he does have one strong memory of school: "I still remain immensely grateful to some of my teachers who used to take me playing soccer and cricket on Saturdays, some of whom I still see because I have stayed in the same community. I think that emphasizes that some of the important aspects of education are comprised of the hidden curriculum which requires much more of the teachers."

He is highly critical of the Government's education proposals. Its plans, he says, restrict creativity in a job which is often indefinable.

He believes the proposals are "unreflective" and riddled with contradiction. First Mr Baker said the curriculum was a matter for governors, heads and local education authorities. Now it seems he is taking that power himself, says Mr Riddell. He gave the l.e.a. a role to play in appointing heads and deputies; now he has taken that role too. He had l.e.a.s address the problems of falling school rolls and take out thousands of spare places as part of authoritative strategic planning responsibility, but his "opting out" and open admission proposals will make cost effective planning impossible.

"We wonder who is the driver behind this," says Mr Riddell. "Mr Baker is no longer in control."

Fred Riddell also believes it is a fallacy to think parents are waiting impatiently to take control of the country's schools.

"Parents are much wiser than they have been given credit for. They realize that the provision of education and its actual functioning is a complicated business which requires professionals. The professionalism of the teachers must never be under-rated, reduced or subverted."

Warwickshire ACC member Mr Philip Blundell summed up Mr Riddell's character. He was not a sparkler but he was a powerful man. He was highly respected, straight down the line, loyal, and did his homework. He was probably better liked by Tories than some Labour leaders because he had no political tricks up his sleeve – he never indulged in skulduggery.

Exam passes rise in single sex schools

by Diane Spencer

Grammar school boys and girls achieve better exam results in single sex schools, according to a survey carried out by the King Edward VI Foundation in Birmingham.

The survey of 112 of the 155 remaining grammar schools showed the overall pass rate at O level was 83 per cent by girls and 78 per cent for boys in single sex schools. In co-educational schools the pass rate was 71 per cent for both boys and girls.

At A level the overall rate was 84 per cent for boys, 85 for girls and 81 per cent for pupils in mixed schools.

There was a significant difference between boys and girls in maths and science subjects with boys achieving more passes in both types of school. Boys got 49 per cent while girls gained 36 per cent. The gap was wider in mixed schools: 56 per cent compared with 37 per cent.

In single sex schools, boys were entered for more O level exams in the summer of 1986 than girls – 8.6 entries per candidate compared with 8.2 and 8.5 in co-educational schools.

However, girls in single sex schools got better results with an average of 6.8 subjects compared with 6.6 in boys' schools. The average number in mixed schools was 5.9 for both sexes.

The typical grammar school, according to the survey, is single sex with 600-plus pupils on roll, an 11-plus entry and an O and A level pass rate of around 80 per cent.

Of the 11,288 selected pupils at 11-plus, 46 admitted boys only, 43 girls and 23 were mixed. These figures come at a time when Birmingham City Council is considering appealing against a High Court ruling that it discriminates against girls by allowing them fewer grammar school places in the city.

More boys than girls stayed on into the sixth form: 71 per cent compared with 62 per cent in single sex schools and 62 per cent compared with 55 per cent in mixed schools.

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NEWS

Schools throughout the country are struggling to deal with a shortage of qualified teachers in key subjects. In Hertfordshire, the local authority is proposing radical measures to encourage non-teachers to try their hand in the classroom. In Gloucestershire, the chief education officer is warning of a difficult time ahead

Overtime pay better value than supply

by Bert Lodge

Local education authorities in the South West know that a crisis in certain subjects is not far away, a conference of teacher trainers was told last week.

Mr Keith Anderson, Gloucestershire's chief education officer, told the teacher education study group of the Society for Research into Higher Education, that unfilled vacancies nationally in business studies, computing and information technology rose by a half from 1985 to 1986. In maths they rose by 10 per cent, science 15 per cent, CDT 20 per cent, modern languages 25 per cent and English 25 per cent.

He acknowledged that recruitment was a problem for the teacher training institutions, as they sought to match teachers' specific subject skills with the curriculum balance in schools. "But can colleges afford to turn away candidates in likely subject areas simply because there may be a surplus in those areas in a few years' time?"

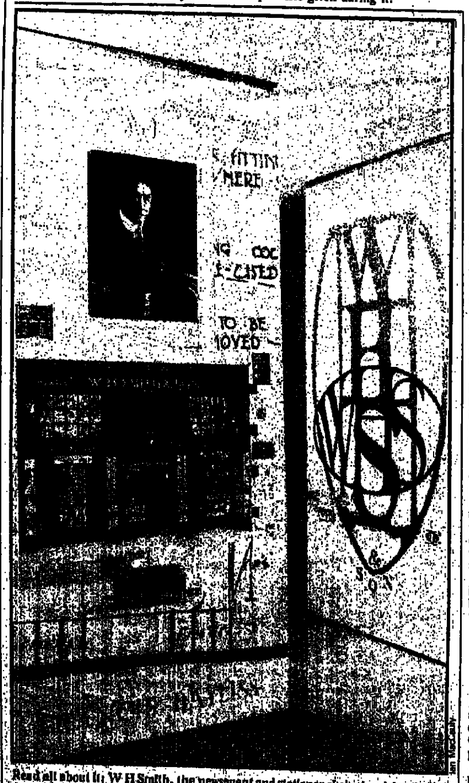
Mr Anderson said employers could get round the problem in teachers' new contracts of not enough days for in-service training by offering overtime pay. Teachers were now required to put in 195 days of directed time. But the few days within that allocation which could be used for in-service training would not allow them to keep up with all the new developments.

"There is a solution," he said. "There is nothing in the regulations to stop employers inviting teachers to work additional days and paying them overtime. The money would be better spent than on paying supply teachers to cover their absences."

He called for stronger links between the teacher training institutions and the newly-qualified teacher's first employer. "Where is the connection once a new teacher's potential has become evident? I suspect that local education authorities have almost no support for dealing with this.

"How fruitful if the guidance team supporting the student in her initial training could be there in the background seeing her into her first post."

Mr Anderson regretted that the probationary year was primarily seen as a test. "The emphasis is on accreditation of that year rather than on the experience given during it."



Read all about it: W H Smith, the newsagent and stationer chain, is celebrating its commitment to design with an exhibition at the Royal College of Art which ends on 1 November 13. The company has had a long-standing connection with the college, most recently with Richard Guyatt, the former professor of graphic art, who was design consultant to W H Smith for 18 years.

County hopes crash course will ease crisis

by Ian Nash

An eight-week crash course to give mature entrants qualified teacher status has been devised by a special unit set up to combat teacher shortages in Hertfordshire.

Hertfordshire Action on Teacher Supply (HATS) is putting pressure on the Department of Education and Science to accredit the unique scheme so courses can begin at Hatfield Polytechnic and possibly Homerton College in January.

The course is designed to meet the needs of a growing number of people from industry on the unit's one-week "teaching taster" courses, part of a wide programme to attract engineers and technicians into teaching and to improve school-industry links.

Regional surveys in the North East show that most physics, mathematics and craft, design and technology teachers are aged between 45 and 55. If approved, the HATS scheme is certain to be adopted elsewhere to offset a new crisis in five years as many consider retirement.

Mr Don Bootle, a director of the unit – sponsored by BP and the l.e.a. – warned that only such radical action would avert the shortage crisis.

"We are not suggesting a dilution or lowering of standards. This is not an alternative to the Postgraduate Certificate of Education which must remain the normal route to qualified teacher status for recent graduates," he said.

But repeated attempts to recruit mature entrants have failed because they could not afford the time or money, or because courses offered duplicated work and social skills training they already had.

The proposed *Methods Course* pares down college training to the essentials of teaching styles and methods, and social skills unique to handling a class of pupils. It will be offered to mature entrants with degrees or the equivalent who have a firm desire to teach a secondary shortage subject.

It is one of a range of initiatives developed by HATS, set up in response to the 1986 DES document on teacher shortages, to look at ways of involving industry and commerce.

Other l.e.a.s making similar efforts include Humberside, with support from BP, and Bradford, with help from British Telecom. The DES has also started one-week taster courses, sponsored by ICI, in Bristol, Manchester, Sunderland and Wolverhampton.

After the taster courses in Hertfordshire, mature would-be teachers can now be appointed for half a term on half salary as trainees. They would be on half timetable and would be regularly visited by HATS staff. At the end they would decide, in consultation with an l.e.a. adviser, whether teaching was for them.

However, attracting people from industry into teaching is only half the battle, said Mr Bootle. Hidden shortages include the lack of time and resources for teachers to keep up-to-date with changes at work.

The unit is therefore pressing industry to release consultants for schools and to play a more active part on governing bodies. A significant number of breakthroughs include in one school the appointment of a retired industrialist as an "engineer in residence".

Other schemes, still to be finalized, include the appointment of industrial consultants to assist with project work for half a day, once a week for six weeks, and the possibility of joint appointments by the l.e.a. and businesses for people to teach half time.

An Engineering Council survey of more than 12,500 member companies in Hertfordshire is also expected to generate a computerized database early next year of 1,500 individuals and companies willing to advise or release staff part-time to help schools.

Hertfordshire's third taster course last week attracted engineers, a fashion lecturer, a successful self-employed businessman and a primary teacher hoping to retrain for secondary mathematics.

After a similar course in June, four mature entrants went straight into jobs, 13 are still seriously considering a teaching career and five decided teaching was definitely not for them.

Mrs Margaret Darby, a former Hertfordshire headteacher and co-director of the HATS unit, said the lack of information is a repeated criticism. "The problem is that people simply do not know where to go for information and there is no one to give them the help they need."

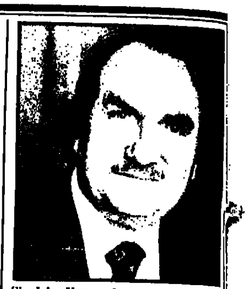
She has now extracted all the relevant information from official DES and FE training handbooks to produce a directory of advice which includes a list of local colleges in Hertfordshire.

The HATS unit will also provide companies with a retraining scheme for employees considering teaching when they face redundancy or relocation when firms move out of the area.

Mrs Darby told those on the taster courses last week: "I cannot stress too highly the importance of proper training for teaching." The *Methods Course* appeals to most of the 24 participants who could reach qualified status in little over a term, including teaching practice.

Surveys similar to the North East studies are now being carried out in Hertfordshire and Mr Bootle said: "I have no reason to believe we will be any different. We will face a similar crisis of an aging workforce."

He said a further problem now loomed on the horizon. "If we are to have a national curriculum it will mean balanced science for all. That will double the number of science teachers needed in schools."



Sir John Harvey-Jones: not "thickies"

Industry's lessons for universities

If he had been asked to design a management structure which was unmanageable, he would have created a university administration, Sir John Harvey-Jones, former chairman of ICI, told an audience of industrialists at the Royal Society last week, *writes Bert Lodge*.

He said his appointment as Chancellor of Bradford University had led to his interest in management and education. "I came to the conclusion that neither a vice-chancellor – nor a headmaster – controls any of the levels of power needed to manage.

"They don't control the jobs. They are not involved in negotiations with the unions. They have only limited powers over the premises they operate – they certainly can't sell any of them – and they are restricted in the competition they can introduce.

"So they have a responsibility for matters over which they have no control. All considered, it's a near miracle to me that anyone will take the job."

Sir John said the ability to adopt values systems and political choices were all profoundly influenced by the quality of education we received and the whole basis of our success or failure in industry began in the schools.

However, his contact with education at every level revealed a deep dissatisfaction with our present performance.

Sir John said teachers had lost confidence in their own worth. "Moreover, what their unions have done for them has not improved that feeling of worth," he said. Teachers continued to be badly paid and had lost the social standing they once had.

Schools no longer seemed to dream of producing flexible Renaissance men and women and had opted instead for learning by rote. Passing exams was based more on memory than on reasoning and logic. The development of spurious certainty rather than intrinsic doubt seemed to be the aim.

He gave Mr Kenneth Baker great credit for having raised the level of interest in education. There had been an extraordinary lack of passion in the subject.

"How can anybody be satisfied with a system where half of all our children end up with no qualifications whatsoever? We don't have a nation of thickies. There is nothing the matter with the intrinsic abilities of our young people. In some cases they may lack motivation, but in many their abilities are not developed in the education service nor at home."

Parents were not without some responsibility, but children were also disadvantaged if they were taught maths or physics by an unqualified teacher.

Sir John said we would never break out of the spiral of decline if teaching was the last option of those who could do no other job. And teachers needed a broader sense of how society worked. They had been known to warn recalcitrant pupils that they would "end up in a dead-end job in industry".

Running schools required the skills and learning of big business. Teachers needed to be trained in management, not just in administration. "But the cost of introducing a proper management system into the education system is unfortunately high. At the moment we are hell-bent on a process of centralizing our education system be it at university or at school."

Essex delays grammar move

Essex education chiefs have delayed any decision on the future of Southend's four grammar schools until the Government's Education Bill has been published.

Essex County Council wants to reorganize the area's secondary schools in response to its falling birth rate. Grammars have been forced to take more and more pupils from outside Southend which opponents say has drained off the brighter students.

CHE calls for circular change

The Campaign for Homosexual Equality has written to Mr Kenneth Baker describing his latest circular on sex education as "a charter for queer bashing".

CHE says it is dismayed by its "blatant bias" against homosexuality.

The campaign's executive says the circular, published last month, should be rewritten to uphold the objectivity and balance which it claims to require of schools.

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Bonfire Night and Fireworks on Prestel Education

Like fireworks, Prestel Education can be fun, but it has its serious side too.

Last year 846 people were injured by fireworks. That's 122 fewer than the previous year but still too many.

This year, Prestel Education is collaborating with the DTI on their annual safety campaign.

Firework safety is the theme of November's feature on 'Pieces of Eight' Prestel Education's electronic magazine.

TV and radio personalities — weatherman Bill Giles, Radio 1 disc jockey Janice Long, and World Boxing champion and fireman Terry Marsh are helping the DTI in their campaign.

You can find the Firework Code on Prestel page 8888810, presented in a novel and interesting way, complete with Prestel graphics.

Go to Prestel Education page 8888812, to order a free copy of the DTI's Firework Fact Sheet. In addition to firework safety, this contains a brief history of fireworks and bonfire night, and information on the firework industry and the British Pyrotechnics Association.

If you missed it last year, or have mislaid your copy, you can download a free copy of the DTI's firework safety program for schools: "Don't be FLASH with Fireworks." The software runs on the BBC microcomputer and can be found on Prestel Education's SCHOOLS TELESOFTWARE service on page 880220249.

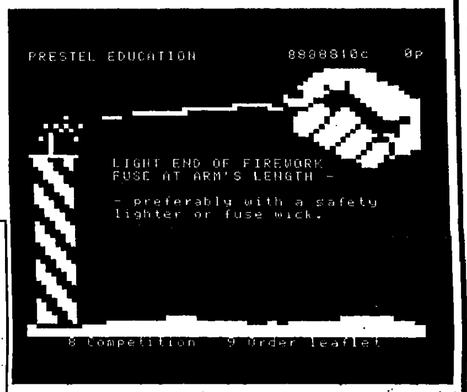
Our monthly competition has a fireworks theme to it. Send us a poem, a 100 word story, or a picture on the theme "Don't be flash with fireworks" to reach us before Monday November 16th. See the article on competitions on this page for details.

Fireworks are fun, but they have their serious side too. In the same way Prestel Education can be fun, and highly motivating for students, with graphics, competitions and features. But there are also many more serious databases and services on Prestel Education – specialised educational databases like ECCTIS, a comprehensive guide to further and higher education courses across the country, university and polytechnic course vacancy services, and SEND, the Special Educational Needs Database.

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Pieces of Eight

By Julia Padbury, Prestel Education database Editor

It is always surprising to meet teachers — even those who already subscribe to Prestel Education — who are unaware of the existence of Pieces of Eight.

Have YOU read Pieces of Eight recently? Surprisingly it has nothing to do with parrots, but quite a lot to do with education. It is an electronic magazine on page 88888 which appears updated at the beginning of every month. Its aim is to bring to your attention items of interest happening within the Prestel Education database, or outside on other areas of Prestel which you might have missed.

Each month there's a new Feature on page 888881. Recent features have covered NERIS, the provision of a teleshopping service for schools, a chance to participate in the BBC Schools Radio programme 'Make Up Your Mind', and the UCCA late course vacancy information.

Often the Feature requires some kind of response from YOU. The best way of knowing what you want is if you tell us! Got an idea yourself for a Feature? Something you think could be improved? Let me know. Pieces of Eight, like the rest of Prestel Education, doesn't appear on-line by means of faceless little gremlins working magic. There's a Real Person behind the scenes — me! And like any publisher I like getting mailboxes from my readers.

Like most magazines, there's an Editorial Page (on 888883) where the Editor has a chance to chat to her readers. I can tell you what's going on at Prestel that might affect you, or again point your towards something you might have missed.

Hot Topics on page 888882 is another part of Pieces of Eight that's attracting a growing and regular readership. Every month a new topic of current concern appears, with a few polemic questions to get you going. Judging by the replies — many quite heated — Prestel users have something to say and enjoy saying it! A selection of replies appears at the end of the month for you to read, and make further comments if you like. Many schools use this part of Prestel to stimulate and form the basis of a current affairs debate. You could also use it as a starting point for research into the 'facts behind the opinions'.

Why not suggest the next Hot Topic yourself?

I always receive more replies to the current Hot Topic than I can possibly put up on Prestel, so I pick out those which I consider contribute most to the debate, or which have a well-reasoned viewpoint that's different from the others. One-line answers along the lines of 'Yes we think it's a good thing', or 'No we don't agree' are not very fascinating for others to read, and do not spark off further debate.

Do make a note of these page numbers and add them to a list of page numbers you check regularly. I look forward to hearing from you by mailbox — my number is 819990297, or you can use the Prestel Education mailbox number — 015834128. Let me know how you are using Prestel in your school or college.

Compete with Prestel

Competitions are proving very popular on Prestel Education. Detective Quick made a recent appearance with a good old-fashioned 'whodunit', and at the time of writing there is a Famous Personality competition on page 88701, with a series of pictorial clues to help you guess the identity of the mystery celebrity. Winners to be announced online on Monday 2 November.

Our next competition will link in with the DTI's 'Don't be FLASH with Fireworks' campaign. From Monday 26 October, go online to Pieces of Eight page 88888110 for details of how and when to send your entry. It could be a poem, a short story, a videotex graphic, a poster or a painting. Winning entries will be featured on the Prestel Education database and will each receive a £5 book token, a copy of the software 'Don't be FLASH with Fireworks' a DTI Press Pack, and a poster signed by Bill Giles, Terry Marsh and Janice Long. If your school has a copy of "Microviewdata", "CommuniTel", or other videotex editing software, you can create your entries using this, and send them to us on disk. However, you don't have to be a Prestel Education subscriber to enter, and we will also accept entries on paper. Winning entries to be announced on Monday 16 November.

With the end of term approaching we at Prestel are turning our thoughts towards Christmas. How about sending your friends an electronic Christmas card this year? We shall be designing a selection of Christmas cards exclusively for the use of Prestel Education customers, but why not design your own card? Send your card to us, preferably on disk but, if you prefer, on paper and we will translate it into an online graphic.

Every entry will receive a small prize, and we will send a £5 gift token to each of the best 3 entries that we use. Full details will be announced on Pieces of Eight in the first week of November.

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HOT TOPICS HOTLINE . . . coming soon
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Swap ideas, develop joint projects, solve problems, share information . . . get connected. Regular monthly update of news and views, and a 'Who's Who' of connected schools.

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LUNCHBREAK *8870#
How do you get 3 giraffes in a mini? Take the roof off . . . Heard a good joke recently? Send it to us and share it with others. Game reviews, competitions — this section helps to pass a wet lunchbreak.

COMPETITIONS *8888811#
Check the Competitions Index regularly for a changing selection of competitions, some fun, some much more serious. British Rail environment poster, British Institute of Management 'Management Challenge', Sainsbury's 'Retail Challenge', and Prestel Education's own competitions.

MAILBOX
Check your school or college is on the Education Mailbox Directory on *88804#, request an entry if it isn't. Use it to correspond electronically with your friends and colleagues. You can request an entry on the general Prestel Mailbox Directory too on *486#, and on the SEND Mailbox Directory on *815000S# if appropriate.

Teachers please note: as with all Prestel Education pages, none of these interactive services carry page charges.

NEWS

BAKER'S BILL

More than 200 people gathered in Birmingham on Monday for the inaugural meeting of the Standing Conference on Education – the "great and good" opposed to Mr Baker. In nearby Solihull, a small band of Government loyalists held an "alternative" event. Linda Blackburne reports from Birmingham; Ian Nash from Solihull. Organizer-in-chief at Birmingham was ILEA leader Neil Fletcher. On page 9 Barry Hugill charts his meteoric rise

United front forms against Tory blueprint

Educationists from 63 different associations joined in criticizing the Government's education proposals at an historic conference in Birmingham earlier this week.

About 200 people attended the meeting called to ensure the controversial proposals were considered by a wide range of organizations.

The Standing Conference on Education's vice-chair, Mr Fred Riddell, the newly-elected Labour chairman of the Association of County Councils' education committee, said at the end of the meeting: "I am surprised by the considerable degree of unanimity. It is quite extraordinary."

And prominent Conservative Mr Paul White, Tory ACC education spokesman, said afterwards: "I think it was quite an interesting meeting – not hysterical and not as political as it might have been."

He would not be drawn on the Alternative Standing Conference in Solihull Town Hall, which Mr Neil Fletcher, leader of the Inner London Education Authority and chair of the Birmingham conference, called "clearly a spoiler".

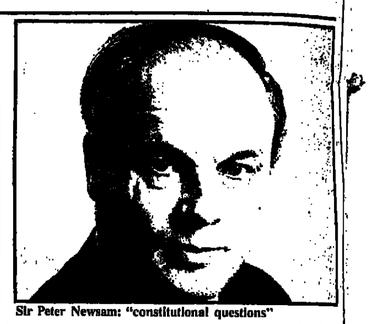
Mr White would only say the alternative meeting had been hastily arranged and was primarily for Conservatives from the Association of Metropolitan Authorities.

Associations represented at the Birmingham conference included the Council of Local Education Authorities, which organized the event, the ACC, the AMA which sent 27 representatives, the teachers' unions, the National Confederation of Parent-Teachers Association, the National and Local Government Officers Association, the TUC, the National Federation of Women's Institutes and the Church groups.

There were also a few representatives of business. Mr Robert Bannister, of Nestles, said it was "absolute madness" to throw away the education service's accumulated expertise.



Paul White: "an interesting meeting"



Sir Peter Newsam: "constitutional questions"

Mr Geoffrey Duncan, deputy secretary of the Church of England Board of Education, said the board was disturbed by "the way the Government is rushing towards legislation".

The Church wanted a "credible consultation exercise", said Mr Duncan. "The frightening alternative would be to launch a service in an atmosphere of cynicism."

Mrs Anne Stamper, the vice-chair of the National Federation of Women's Institutes, criticized the Government's omission of what she called the "rural dimension". School premises, she said, were often used by rural communities for adult education.

The proposals for a national curriculum were "old-fashioned" and "narrow". What about education for life and consumer education? The Government had put commercial and industrial interests above those of the community.

Mrs Eryl McNally, a Hertfordshire County Council education committee member, said her county did not have "a massive waiting list of people waiting to be school governors. It is more of an arm-twisting job."

The 63 associations will meet again in December. In the meantime, organizers of the event will draft a proposal for a public statement.

Opening the conference Sir Peter Newsam, secretary of the ACC and a former chief officer of the ILEA, said that Mr Baker was proposing that he be given at least 33 new powers. This, he argued, raised constitutional as much as educational points.

"Ultimately the constitutional question may prove the more important. In place of the present time-consuming, sometimes frustrating, inter-relationships between different parties to the educational process – most of them represented at this conference today – we appear to be moving closer to direct ministerial control of the education service.

"That may serve for the present. But what if one day this country were to find itself with a Secretary of State possessed of a narrow vision of what education in a democracy should aspire to be, coupled with a degree of self-regard and intolerance of the opinions of others that caused him or her to seek to impose that vision on others?"

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Loyal party supporters ask some awkward questions

True to the spirit of the Government's "opting out" proposals, a caucus of prominent Tory education chairmen decided to opt out of the Standing Conference – certain that they would not be listened to above the barrage of criticism against the Great Education Reform Bill.

Instead, they slipped across the Birmingham border into sympathetic Solihull to set up their own – as it were – Not the Standing Conference, orchestrated by Mr Brian Sams, Conservative chairman of Bexley education authority.

With the Birmingham conference attracting 63 disparate organizations, from the Catholic Education Council and i.e.a.s, to the Greater London Staff Association, "the only type of consensus they can come to is a negative one", insisted Mr Sams. "Involvement of teacher unions signals doom."

The alternative conference set out unashamedly, therefore, to be supportive of the Bill and to offer Mr Baker a small voice of reason amid the "knee-jerk" reactions.

To this end it dutifully passed a eulogy disguised as a motion "strongly supporting the Government in its ambition for education reforms, aimed at improving standards through increased choice, devolution and curriculum change appropriate to the 1990s."

But tributes apart, Mr Sams and his friends did have a few nagging doubts and intend to ask Mr Baker a difficult question or two.



Brian Sams: nagging doubts

Meetings with parents and governors from Bexley to Solihull revealed little enthusiasm for opting out, even when schools were under threat of closure. The proposal received some support in a few places like Sutton, where grammar schools were under attack.

Delegates wanted the Bill amended so that more than 50 per cent of all parents must support opted-out status – not just those voting – before it is considered.

On teachers' pay they wanted an independent review (but not a Houghton or Clegg) with possible powers to establish regional rates. They said abolish the ILEA and let the boroughs pick up the pieces.

Mr Baker's plans for financial delegation were too ambitious in their timing and should not be imposed on unwilling schools, according to Mr Bob Meacham, vice chairman of education for Solihull, where the scheme was pioneered.

Open enrolment seemed a non-starter as since the 1980 Education Act most parents had gained the school of choice. The consequence of further legislation could be school closures and the marginal benefits for two or three parents would be countered by 200–300 not getting their choice.

School capacities should be defined not on 1979 but 1986 figures, because new curriculum demands such as computers and TVEI required more space

The Solihull conference attracted representatives of 8 Conservative controlled or hung boroughs. The shire counties were not invited, nor would they have attended.

As for the Conservative Education Association, Mr Sams dismissed it as left wing. "What it is saying could well have come from the Socialist Education Association." Mr Sams and the rest were convinced that theirs was the voice of reason.

Black groups want to stay in ILEA

Two black organizations have roundly condemned the plans to allow London boroughs to opt out of the Inner London Education Authority.

The West Indian Standing Conference, which represents around 30 black community groups, says the Government's proposal would "mark a serious step backwards in our over-long campaign for a good education for our children".

After a three-decade struggle for a fair deal, the organization says it has reacted with despair and alarm to the proposals. It claims that the black communities in inner London will suffer disproportionately from the break-up of the ILEA as black people are concentrated in the proposed boroughs, such as Hackney and Tower Hamlets, and need a redistribution of resources from the wealthier boroughs.

WISC says the lack of time for consultation makes a mockery of the Government's "otherwise vocal concern for parental choice". Moreover, it says it seems no account will be taken of how the boroughs which opt out intend to comply with the Race Relations Act or commitments to multi-cultural, anti-racist education.

These points are echoed by the London Black Governors Collective, the umbrella organization for groups of black governors from the ILEA's 10 divisions.

Both WISC and the Collective want the Government to guarantee that the "opting-out boroughs" will maintain the level of services now provided by the ILEA.

Playing to both sides of the House

BAKER'S BILL

Only a few months ago Mr Neil Fletcher, leader of the Inner London Education Authority, chairman of CLEA, Labour supremo on the AMA education committee and sometime NALGO education officer was, no offence intended, a man of little consequence.

Today it is almost impossible to pick up a newspaper without reading about him. Take our own report opposite of the antics in Birmingham and Solihull on Monday for example. Mr Fletcher chaired the grandiosely-named standing conference on education, a gathering of worthies opposed to Baker's Bill.

Based on the old popular front theory that one Bishop is worth a hundred laymen, it brought together clergy, teachers, councillors and parents to protest that Bakerism and education are incompatible.

One would have thought that would have placed the ILEA leader top of the list of those not to be invited for drinks at Number 10. But nothing could be further from the truth – Mr Fletcher is, I can think of no other description, the blue-eyed boy of the Conservative Party.

This is not the flight of fancy of a journalist desperate for copy. Mr Baker, speaking in the House of Commons on Monday evening, supplied the proof himself. "I have heard one hesitant Labour voice asking some interesting questions," he said.

"The following are some of them. Should local authorities be considering magnet schools? What are our proposals for monitoring the progress of each child against the peer group and against national standards? Are we rigorous enough in monitoring our schools to ensure that they are performing to standards? These questions are on the right lines."

The Education Secretary sought to save Mr Fletcher's blushes by not naming him but I am afraid that some of his colleagues can hardly disguise their glee. Baroness Hooper, the education junior minister came close last week to inviting the ILEA leader to join the Tory party.

In former times this would have signalled the end of a promising career. Few politicians, however able, can survive the tender embraces of sworn opponents. And Mr Fletcher could still be in trouble, for no man can capture so many positions of influence within such a short time without making enemies. Men and women with grudges stalk the corridors of power in Wakefield and London.

Help is at hand, however, in the unlikely shape of Mr Tony Benn. It is a rough rule of thumb in the people's party that if Mr Benn is against you, Mr Kinnock will support you.

Which brings us to Chesterfield and the weekend gathering of the socialist faithful. They came in their thousands to hear Mr Benn issue his call for reforms so radical that they could hardly be distinguished from revolution.

They were presented with a paper from the Socialist Teachers' Alliance which was even-handed in its critisism of both Baker and Fletcher. But one felt that they disliked Mr Fletcher rather more than Mr Baker, as they listed his crimes: "The Labour leader of the ILEA has proposed systems of selection and testing as a means of raising standards. Such craven tactics are apparently an attempt to regain the use of terms like standards and excellence from the Tories."

The STA remains convinced that industrial action by teachers is the best way of resisting the Baker juggernaut and will have no truck with the official Labour strategy which amounts to no more "than moving trifling amendments to the Tory programme".

But back to Mr Fletcher. Last Thursday he was the star performer at a meeting in Wandsworth, south London. He shared a school platform with Mr Paul Beresford, the Tory leader of Wandsworth and the man determined that his borough should be free from the ILEA, and Mr Fletcher's control.

My colleague from our resources pages, Diane Hofkins, went to listen and reported that she had witnessed a "pantomime". Neil Fletcher, she explained, was cast as the "silver-haired goodie" doing battle with the dark, and therefore evil, Mr Beresford. And, as in any panto, good triumphed over evil and the vote was overwhelmingly against the break up of the ILEA.

The last politician that I can remember taking on the part of a panto prince was Mr Ken Livingstone. Remember him?



Neil Fletcher: winning positions of influence and possibly losing friends

More cash needed for textbooks, says EPC

Around £320 million would have to be spent to equip every child with one textbook for each of the ten proposed national curriculum foundation subjects, the Educational Publishers Council has calculated.

In a response to the national curriculum consultation document, it says "substantial" funds are needed and recommends that the Education Support Grant be used to this effect. The figures assume that an average primary textbook costs £3 and an average secondary one £5.

The Council has had its anxieties about funding fuelled by a recent survey which showed that the cash available for books falls far short of requirements.

The study, carried out in about 65 schools by teacher unions, subject associations and others, shows that the average primary school spends £7.51 per pupil on books and the average secondary school £10.92.

But it says that "adequate" provision would require schools to spend £14.41 a year per primary pupil (or £20.03 if the school does not have access to the School Library Service), £38.35 per average lower-school second-form child studying nine subjects, £46.49 on the first-year GCSE student doing nine subjects, and £40.07 on the average first year sixth-form pupil studying for three A levels.

The EPC, which maintains that school books should usually be replaced every three years, says these amounts would have to be spent each year for three years.

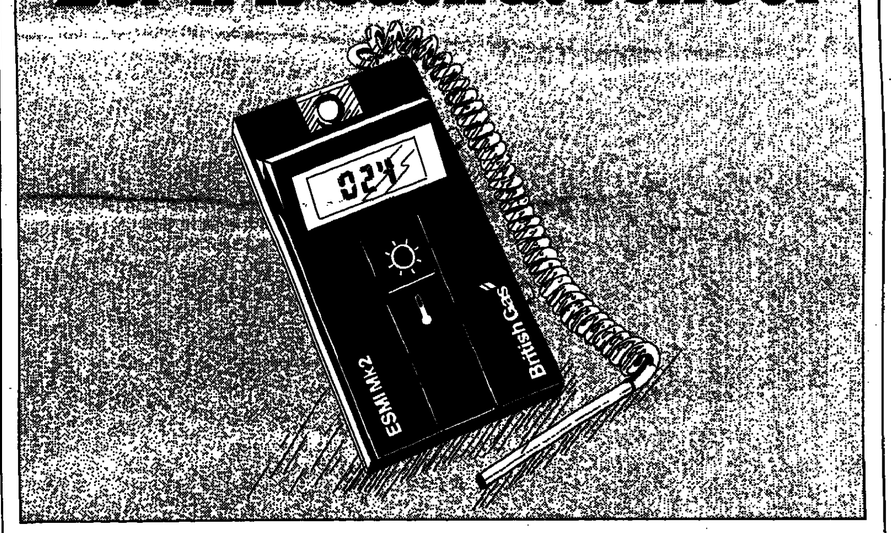
Actors call for grammar

Actors Sir John Gielgud and Sir Michael Hordern are calling on the Government to restore traditional English grammar lessons.

Novelists Kingsley Amis and Iris Murdoch are also backing the petition to Kenneth Baker, Education Secretary, from the Queen's English Society. Mr Ivan Thompson, the society's secretary, said: "Children need to know how our language works."

The petition will be presented to Mr Baker before Christmas but the society hopes it will be in time to persuade the Government to include formal grammar lessons in its planned national curriculum for state schools.

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SCHOOL TO WORK

Extended TVEI set to broaden the curriculum

A broad-based education for all young people was now in sight "no matter what is on the front of the Education Bill", Mr Geoffrey Holland, director of the Manpower Services Commission, claimed last week.

There were now signs that this would be achieved through the Technical and Vocational Education Initiative, which was to be extended to every school in the country over the next seven years, he told the Institute of Personnel Management conference in Harrogate on Thursday.

"Through the TVEI, we are trying to induce the local authorities to broaden their curriculum so as to emphasize particular learning opportunities and relate them to the real world," he explained.

The new MSC Enterprise Programme announced last week, under which universities, polys, and colleges will be offered up to £1 million each to establish the provision of management and business learning for all their students, was described by Mr Holland as "taking the example of TVEI into higher education".

Recalling that the changes had their origins in the New Training Initiative, the programme for the reform of training and vocational education set out by the MSC nearly 10 years ago, Mr Holland, who is leaving the Commission to become the top official at the Department of Employment, paid tribute to Mr John Cassels, his predecessor.

Of Mr Cassels – whose work at the MSC rarely hit the headlines – Mr Holland said: "He was the originator of the NTI and I am proud to have worked with him on it"

Mr Cassels is now director-general of the National Economic Development Office, a government agency currently under attack from ministers, who want to reduce its influence.

Mr Holland described a NEDO report, which compared Britain's training record with that of its successful competitors, as the turning point in attitudes towards training and education.

Mr Holland told the conference that the TVEI and the programme for higher education could form the base on which to build a new system of management training and development, which would foster the professionalism in management Britain badly lacked.

He suggested that every management recruit should be required to study for a recognized national qualification in management, and that all managers should be expected to undertake continuous retraining and self-development.

Short-sighted over future training

A big majority of Britain's workforce are satisfied with the training they are getting and believe that good use is being made of their skills and abilities. They approve their employers' attitude to training.

These results of a survey carried out for the National Economic Development Office were disclosed last week by its director general, Mr John Cassels, who said they showed "a great deal of complacency and lack of vision".

The survey will come particularly as a blow to the TUC, which has been pushing better training to the forefront of its demands, and in particular to union leaders who want to make training provision part of regular package deals with employers. But it is also bound to worry the Government, which has been slowly nerving itself to put more direct pressure on employers to spend more.

In the survey, carried out earlier this year, two-thirds of the sample said they were satisfied with the training they got in their present job, and more than four out of five thought their firms considered training very important to quite important. Three-quarters thought their job made good use of their skills and abilities.

But, Mr Cassels pointed out, fewer than half said their managers had discussed with them what skills they would need in the future, and nearly two-thirds said they were rarely or never asked how their job could be done better.

He paid tribute, nevertheless, to the growing number of organizations which were taking seriously the need to develop the people they employed,


John Cassels: critical of complacency

mentioning the National Freight Corporation, Jaguar, Dunlop, GEC, Massey Ferguson, Nissan, Sainsbury's, and Lucas.

"The idea that we could have a sort of dual system of high quality and standards in one part of the economy, and lower educational attainment, poor training, and poor motivation in other parts of the economy, simply will not do," Mr Cassels told the Institute of Personnel Management conference on Thursday. He insisted that we need well-educated people throughout the economy.

YTS shows little impact on shortages

The Youth Training Scheme is creating some additional jobs but has so far had little impact on the shortages of skills which are hampering output in many industries. At least half its trainees are being trained for skills which are not in short supply.

These are among the facts which emerge from a major study by Cambridge academics into the economic effects of the scheme. They say that while the YTS has reduced the cost to firms of training and employing young people, it has had no effect on their competitiveness.

In an interim report on the study, published by the Department of Employment in this month's *Employment Gazette*, Cambridge University's Department of Applied Economics cite figures which suggest that the YTS may be creating nearly twice as many jobs as it is replacing.

The figures have been obtained from a sample of 256 firms across the eight service and manufacturing industries, which between them provide 59 per cent of all YTS places. The researchers warn that they have had to rely on the estimates of the effect of the scheme made by managers.

The ways in which the YTS creates more jobs, the report explains, are:

☐ By lowering the cost of taking on young people, it encourages firms to bring forward recruitment.

☐ In some industries and departments there is often room for extra staff to improve the service to customers, ease pressure on existing workers, or reduce the need for temps or overtime.

☐ Some firms train YTS youngsters whom they do not need, purely out of a sense of social responsibility.

☐ A few firms take on youngsters under the YTS so that they can cut their prices and increase their output and sales, although many would have taken on young people anyway.

☐ Where YTS trainees replace older workers, sometimes two are taken on in place of one.

It was in companies with more than 1,000 employees that the highest proportion of extra jobs was created: well over twice those lost, the researchers found. In contrast, in those which employed fewer than 100 workers, three jobs were lost for every two created.

The researchers have not been able to establish what proportion of all YTS trainees are in these smaller firms, but says that there is some evidence that it is very high.

A table prepared from estimates given to the group by employers shows that in the vehicle and consumer goods repairing industries, retail distribution, hotels and catering, and motor manufacturing, the output of first-year trainees was worth more than the standard YTS pay of £27.50 a week. For the eight industries surveyed the value ranged from £36 a week in repairing and retail distribution to £18 a week in mechanical engineering.

CBI calls for fewer governors

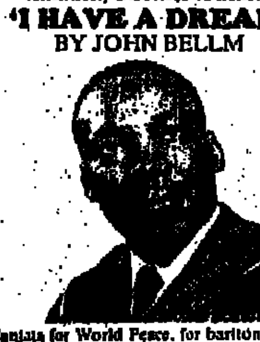
The Confederation of British Industry wants governing bodies of further education colleges to be smaller and more effective.

Responding to the Government's proposals to put more employers on governing bodies and give them more financial powers, the CBI has given its full support but argues that they should be 15 rather than 25 strong. In this way they would attract high calibre representation and become real decision-making bodies, it says. The CBI also recommends that the new local employer networks, which it is setting up jointly with the Chambers of Commerce and Government, should nominate the employer governors.

Edited by Mark Jackson


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Holding the key to career choice

Costly psychological testing of the kind used by big firms could become available in schools through a computer careers guidance system now under development.

Its sponsors claim that the new system cuts the cost of testing from an average £200 per candidate to 50p. It is also quicker and more efficient than traditional pen-and-paper testing, they say.

Sitting at keyboards, pupils answer questions designed to test personality, interests and ability.

"In traditional ability testing, much time is wasted on questions which the candidate can answer without effort," said Dr Mike Smith, an industrial psychologist at the University of Manchester Institute of Science and Technology. "It takes time to reach the level of difficulty where the real test comes. The computer can do that almost at once."

Having completed the questions, the pupil receives an immediate printout of the results which he can then discuss with the careers adviser. If necessary information can be updated later and an answer, once given, cannot be changed.

"The first answer is usually the right one," Dr Smith explained.

The Manchester system, already at the prototype stage, works well with pupils at all levels of ability.

"There are one or two other systems being developed in the United States, but they assume that the pupil already knows what he is good at," said Dr Smith, recently back from the US.

A senior lecturer in UMIST's management sciences department, he has joined forces with a group of businessmen to seek funding from Government, industry and educational trusts for the £170,000 needed to complete the research. Donations have already been received from merchant bankers NM Rothschild and AMEC.

Careers Diary

At the beginning of a new UCCA and PCAS season it's worth realizing that courses in the same subject can vary considerably and that "broad" does not necessarily means non-specialist. This applies particularly to engineering science degrees.

At Aberdeen, for example, a common first two years lead on to three main disciplines: civil, mechanical or electrical engineering. A similar course is possible at Warwick University after the first year and at Aston.

At Durham four specialisms are available after five terms and Surrey offers a language option and possible placements abroad. Liverpool runs courses in computation, management, finance and industrial relations with specialisms in electrical, mechanical and materials engineering, while Sussex combines mechanical and civil engineering.

This year, Exeter has established a new School of Engineering offering a three-year B.Sc. degree or a four-year B.Eng. All students take a common course for the first two years after which they can opt for a further one or two-year course.

Other new engineering courses include mechanical engineering with either electronic systems or structural mechanics at Brunel University, while Salford's College of Technology has combined with Salford University to offer a computer-aided manufacturing engineering degree course. This is unique. Students enrol on the Higher National Diploma course in computer-aided engineering at the college of technology and after two years transfer to the university to complete the manufacturing engineering degree. Entry to the course is by way of a study of two A levels and a pass in one, preferably a science. Also acceptable is a BTEC national diploma or certificate in a technological subject.

Finally, Liverpool University is offering a four-year engineering course and a degree in mathematical science and physics for students without A level maths.

Brian Heap

Into the Autumn with Falmer Press

Recent and Forthcoming Books in Primary and Secondary Education



CHILDREN AND THEIR PRIMARY SCHOOLS: A NEW PERSPECTIVE NEW
Andrew Pollard, *Bristol Polytechnic, UK*
This book focuses on how children themselves are perceived with relevance to the new developments in child psychology and in sociological studies of children's perspectives and behaviour in schools. The implications of such developments are then looked at with regard to teaching and learning process in the classroom.
1987 265pp Cloth 1 85000 320 3 £18.95 / Paper 1 85000 321 1 £8.95

THE CHANGING PRIMARY SCHOOL NEW
Edited by Roy Lowe, *University of Birmingham, UK*
This book provides an informed contemporary history of primary school education in Britain. It brings together contributors who are acknowledged authorities in this field and examines some of the key issues confronting primary schools today, placing them in their recent historical context. Subjects such as the 'progressivism' of the post-war years, the 1967 Plowden Report and the rise of the 'populist' critique of primary schooling during the 1970s are examined.
1987 250pp Cloth 1 85000 188 X £18.95 / Paper 1 85000 189 8 £9.95
Contemporary Analysis in Education Series

READINGS IN PRIMARY SCHOOL MANAGEMENT NEW
Edited by Geoff Southworth, *Cambridge Institute of Education, UK*
The book focuses on both formal and informal aspects of school management and continually links management to the culture of primary schools. A number of key themes emerge in the book, pointing to new directions in teacher and school development and they imply a new orientation in primary school management.
1987 260pp Cloth 1 85000 245 2 £16.95 / Paper 1 85000 246 0 £7.95

UNDERSTANDING THE MATHS TEACHER: A STUDY OF FIRST SCHOOL PRACTICE NEW
Charles Desforges, *St Martin's College, UK, and* Anne D. Cockburn, *University of East Anglia, UK*
The results of a research project on first school maths teaching are reported in this book. The research was collaborative with teachers in an attempt to understand why teachers adopt contemporary practices. This understanding is considered essential if practices are to be developed.
1987 225pp Cloth 1 85000 212 6 £15.95 / Paper, 1 85000 213 4 £7.50

MATHEMATICS IN PRIMARY EDUCATION NEW
Michael Preston, *Rolle College, Exmouth*
This book brings together a series of contributions from practising teachers, advisers and teacher trainers and focuses on key issues which face the development of primary mathematics to the end of this century. The book is not a textbook of what should be done but a challenge to all those concerned with providing mathematical education to primary school children
1987 250pp Cloth 1 85000 196 0 £14.95 / Paper 1 85000 197 9 £7.95
Contemporary Analysis in Education Series

TEACHER-PUPIL CONFLICT IN SECONDARY SCHOOLS: AN EDUCATIONAL APPROACH NEW
K. A. Cronk, *Brighton Polytechnic, UK*
Conflict between teachers and pupils has been of interest to both psychologists and sociologists of education, providing important contributions and theories from each discipline. The central question with which this book is concerned is what can, and should, teachers do about teacher-pupil conflict in schools? It stresses the importance of the belief students and teachers have in each other and the behaviour and interaction that follows it.
1987 250pp Cloth 1 85000 263 0 £17.95 / Paper 1 85000 264 9 £9.95

REBELS WITHOUT A CAUSE: MIDDLE CLASS YOUTH AND THE TRANSITION FROM SCHOOL TO WORK NEW
Peter Aggleton, *Bristol Polytechnic, UK*
Academic under-achievement has long been of interest to teachers and educationalists, as have been the forms of 'resistance' employed by disaffected young people in schools and colleges. This book presents findings arising from a three year ethnographic study of a group of under-achieving middle-class students in an English college of further education.
1987 160pp Cloth 1 85000 224 X £14.95 / Paper 1 85000 225 8 £7.95

SOON TO BE PUBLISHED...

THE PRIMARY SCHOOL TEACHER
Edited by Sara Delamont, *University College, Cardiff, UK*
The book is designed to provide an overview of the current research on the work, career and outlook of the British primary teacher. Each chapter is written by a researcher with recent experience of empirical work in schools and with teachers.
1987 225pp Cloth 1 85000 281 9 £19.00 / Paper 1 85000 282 7 £9.50
Contemporary Analysis in Education Series

INDUSTRY IN THE PRIMARY SCHOOL CURRICULUM: PRINCIPLES AND PRACTICE
Edited by Duncan Smith, *School Curriculum Industry Partnership, University of Warwick, UK*
This book looks at the increasing amount of schools-industry work taking place in primary schools today. As well as disseminating examples of current practice, the book also explores some of the broader issues involved in the hope it will continue to encourage teachers and members of the local economic community to collaborate in developing young children's understanding of the working world.
1988 225pp Cloth 1 85000 335 1 £16.95 / Paper 1 85000 336 X £7.95
Published for the School Curriculum Industry Partnership

SOCIAL IMAGES AND STRUCTURES OF THOUGHT
Nancy Lesko, *University of Wisconsin-Madison, USA*
This is a detailed study of the symbolic aspects of adolescent social life and identity in a Catholic school. Structuralist theory illumines the contradictory yet patterned social organization and collective ritual forms of the school.
1988 225pp Cloth 1 85000 302 5 £17.00 / Paper 1 85000 307 6 £7.95

TOPIC WORK IN THE PRIMARY SCHOOL
Sarah Tann, *Oxford Polytechnic, UK*
This book examines the role of topic work within the terms of the current debate about the primary curriculum – particularly with reference to 'balance', 'continuity', 'progression' and 'differentiation'. It presents case studies in which children and teachers are partners in choosing, developing, and monitoring the topic, thereby extending the opportunities for developing additional skills and attitudes and most importantly, learning to evaluate their own learning.
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INNOVATION IN THE PRIMARY SCHOOL CURRICULUM 1945–1985
Peter Cunningham, *Westminster College, Oxford, UK*
The experience of most children in the first years of compulsory schooling is now very different from that of their grandparents, although the extent and nature of the change varied widely across the country. This book explores critically the variety of means by which progressive philosophies and practices were disseminated, taking account of agencies such as the teachers' unions and the mass media, frequently ignored in other accounts of curriculum development.
1988 200pp Cloth 1 85000 194 4 £15.95 / Paper 1 85000 195 2 £8.50

EMERGING ISSUES IN PRIMARY EDUCATION
Edited by Malcolm Clarkson, *former Head of Primary Education Department, Brighton Polytechnic, UK*
This new volume of commissioned papers and extracts is intended to update and highlight new facets of the topics identified in 'New Directions in Primary Education', first published by the Falmer Press in 1982 and subsequently reprinted on a number of occasions. It also discusses other issues which have either arisen or increased in salience since 1980–81.
1988 325pp Cloth 1 85000 395 5 £21.00 / Paper 1 85000 396 3 £8.95

THE COMPREHENSIVE EXPERIMENT: A COMPARISON OF THE SELECTIVE AND NON SELECTIVE SYSTEMS OF SCHOOL ORGANIZATION NEW
David Reynolds, *University College, Cardiff, UK* and Michael Sullivan, *University of Swansea, UK* with Stephen Murgatroyd, *University of Athabasca, Canada*
This book reports findings from a unique experiment in which half a community changed its educational system to comprehensive, whilst the remainder of the community stayed with selective schools. A group of pupils was followed through the schools and large differences between the two systems of education were found.
1987 225pp Cloth 1 85000 210 X £14.95 / Paper 1 85000 211 8 £7.95
Education Policy Perspectives Series

THE SMALL RURAL PRIMARY SCHOOL: A MATTER OF QUALITY NEW
Adrian Bell and Alan Sigsworth, *University of East Anglia, UK*
Two elements provide the focus for this book: the educative experience which a small school can provide within a small rural community, and the conflict over what size and kind of school is necessary to provide a worthwhile education and how the school should relate to its community. "Here is the best, most detailed, well-documented and practical book on the rural primary school for many decades. I would particularly urge it on members of education committees, and the education officers and their staff in county halls up and down the country." *The Times Educational Supplement* 1987.
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The devious behaviour of teachers who sexually assault the children in their care is highlighted this week by two separate investigations into serious cases of abuse in schools. Inquiries were set up in Cornwall and the London borough of Harrow following the convictions and prison sentencing of a primary head and classroom teacher respectively, on charges of indecent assault. Both inquiries urgently recommend more awareness training for teachers, a willingness to "think the unthinkable" about suspects, greater vigilance by l.e.a.s in checking employees' past histories and adaptations to school building such as glass panels in all doors.

Clear windows open list of anti-abuse measures

Classroom windows should not be obscured by decorations and all teachers should be formally monitored, an inquiry into child sex abuse has recommended.

In the report of a committee of inquiry into the events leading to the conviction of a teacher in the London borough of Harrow, Mr Graham Smallman, on charges of indecent assault, heads were advised to tour schools at unpredictable times.

Schools should also make it a rule that a senior member of staff was aware of the teaching materials, especially visuals, being used. And occasions when children were kept from assembly and breaks should be monitored.

Smallman, now aged 49, was sentenced to 21 months' imprisonment in January on nine counts of indecent assault and one of gross indecency. Nine other counts of indecent assault were taken into consideration.

The offences involved girls in the top year of a borough first school, which the judge ordered not to be named. Smallman, who was responsible for one of two top classes, had been a probationary teacher for the first of the two years during which the offences occurred.

The authors of the report, Mr Ken Anderson, former director of social services for the London borough of Ealing, and Mr Fred Flower, a former chair of Harrow education committee, say it is clear that the girls were coerced by threats and bribes in addition to being indecently assaulted.

Boys were taught to denigrate women by the use of obscene videos, newspapers with nude models, and "pseudo sex lessons".

Stressing that nothing was heard to indicate any negligence on the part of staff, the team says detection of such offences can be difficult.

A number of parents had seen Smallman putting his arm around children on outings and children kissing him on the lips, the report says. "Because he was a big, grandfatherly man and the children seemed to like him and flourish in his class, they thought that it was just grandfatherly action, even though there were some thoughts that kissing on the lips was going too far."

Several visitors had seen small girls on his lap or standing close beside him behind his desk, "but thought this was not unusual in a first school".

Two children in Smallman's class began to refuse to go to school. One of them called him a "horrible man". Their parents responded by rebuking them.

At the end of Smallman's second year, he organized the concert which several parent thought "in very bad taste", especially the elements of transvestism and girls in grass skirts .

Primary Index

Special reading needs	20
Teacher comforts	23
Child development	26
The power of speech	38
A place for primary English?	39

One parent had been "touched excessively" during an open evening. Although disturbed, she had said nothing.

"We are forced to the conclusion, therefore, that we have a man who embarked on a calculated course of improper conduct and took great pains to avoid detection, although we wonder whether the dangers for him of the open setting and the formal and informal supervision increased his thrill," the report says.

"Some of his actions suggest that he took satisfaction from hoodwinking people. For instance, although we are told that page three of *The Sun* was in regular use in his classroom activities, the people with whom he lodged say he took a different newspaper."

Noting that a number of the offences took place during assembly and lunchbreaks, the report recommends that all rooms where teachers and pupils may be together should have clear glass windows, left unobscured except to show films and videos and for Christmas decorations.

It further proposes that all parents be made aware of the psychological service, so that youngsters who refuse to go to school are not referred to the class teacher who in this case, had caused the problem.

Children, parents and staff had been affected, the report says. The class that moved to the middle school began to show "extreme forms of behaviour" which called for extra help.

First and middle school staff felt betrayal, guilt by association, isolation and a reluctance to engage in physical contact with children.

Counselling and support for staff at schools caught up in crises should be considered and a programme to encourage children to tell a trusted adult about any abuse is recommended.

In initial teacher training and local authority induction courses for newly appointed staff, the professional ethos of teaching should be given greater prominence. If cover for probationary teachers on courses could be provided by the same teacher each time, with the encouragement of abuse prevention programmes, "there would be an increased likelihood of any misbehaviour by a probationary teacher being confided to another teacher known to the child", the report says.

It suggests formal monitoring of all teachers should be introduced post-probation, perhaps in relation to some wider form of assessment. It would seem appropriate to look to the advisory service, it says, which if enlarged, could take wider responsibility for the development of teachers and "hopefully be expected, if they had time with teachers and children, to detect when things were going awry".

The general approach to criminal misconduct which prohibits the head and discourages the employing authority from taking action on complaints or allegations until the teacher concerned has been consulted is criticized as inappropriate for sex offences.

The police should immediately be brought into discussions with the authority. If necessary, the teacher can be summoned to the head's office and discreetly taken to the police station by plainclothes officers, the report says.

"It has to be remembered that if relevant evidence, for example pornographic video tapes, can be seized, there is much more likelihood of a confession, of avoiding children having to give evidence and of removing offenders from schoolrooms in the future."

Sue Surkes



Clues that went unheeded

Sexual abuse of children by the headteacher of a Cornish primary school went unheeded for ten years in spite of clues which now look obvious, according to a local inquiry.

The tell-tale signs included nicknames with a sexual connotation which pupils used to discribe their head and an artificial level of privacy which he created in his study.

The county council report, which is being sent to all Cornish schools, recognizes that teachers and non-teaching staff need training to identify symptoms of abuse. But it recommends that all local education authorities should encourage teachers to "think the unthinkable" and report any suspicions they may have that colleagues are molesting children.

The Cornish council's inquiry followed the conviction in December of Mr David Holman, headteacher of Charlestown primary school near St Austell. He pleaded guilty to three specimen charges of indecent assault and was jailed for 18 months, being released on parole in July.

Cornwall's education chiefs now recognize that Holman's behaviour should have been detected long before he was suspended in February 1986. For a decade there were clues which should have prompted teachers and parents to act.

The nicknames used by pupils to describe their head included Old Groper, Feeler and Bender. "These have clear sexual connotations," says the report.

"The headteacher had a red light over his study door, a system of entry common to many schools. When this light showed all staff has instructions that he could not be disturbed under any circumstances." According to the report this instruction was the "uncommon factor".

"Shrubs and bushes outside the headteacher's room had been allowed to grow unchecked, thus obscuring a view into the room from the outside."

The council's 71-page report, which was written by a working party drawn from the police, social services, the health authority and the NSPCC, includes 12 recommendations designed to prevent similar cases in future.

It says building layout can influence teachers' behaviour. The design of new schools "should be revised to reduce numbers of isolated rooms, and all rooms should have a glass panel, preferably in the corridor-facing door or wall to provide visual access."

Teachers should not be "over-familiar" with pupils and should recognize the dangers of "putting themselves in a position which could be misconstrued".

Teachers who report suspected child abuse by colleagues should be assured their careers will not be put at risk, even if the allegations cannot be substantiated. As soon as the education authority is satisfied there is cause for concern the suspect will be suspended from duty.

Launching the report last week, Mr Nigel Druce, the director of Cornwall's social services, said teachers and other school staff "must be willing to think the unthinkable."

However a teachers' union leader said he was offended that the county appeared to be encouraging teachers to "spy on each other".

Mr Rod Ruffle, south-west district secretary of the National Union of Teachers, said the idea of placing a glass panel in classroom doors, seemed to imply that a large number of teachers were commiting offences against children. "To make the assumption that there is a reservoir of teachers doing this is a slander," he said.

But Mr Druce replied that only a tiny minority of teachers were likely to be involved in child abuse. "The fact that there is a glass panel is likely to be a deterent against somebody with these tendencies," he said. "It is not a matter of asking people to look through the glass window every few minutes."

The report will be considered by the council's school sub-committee this week and Mr Druce said he hoped the idea would be taken up across the country.

Graham Smith

Edited by Sarah Bayliss

Listeners reassured by BBC's radio plans



Radio days: children's broadcasts achieved great popularity in the 1950s

Children's radio is making a comeback. Gillian Macdonald reports on the BBC's strategy for the 1990s.

There was a look of relief on the faces of BBC education chiefs last week as they announced the corporation's plans for radio. None will be implemented before the early 1990s, but they form an important part of the BBC's response to the Government's Broadcasting Bill, due next year.

School Radio has been under threat since predictions that last February's Green Paper on Radio would open up the airwaves to increased competition from commercial radio. The BBC, it was known, would have to give up some of its own frequencies to make room for a number of new network and community stations.

So there were fears that School Radio might be shunted to night-time broadcasting, where it would have to be recorded for subsequent use in the classroom. There was also speculation that it might move towards cassette sales through the BBC Radio Shop.

But the greatest source of anger was the suggestion that it could be removed altogether from the VHF frequency which offered schools improved levels of reception. In the early 70s, the BBC asked schools to buy specially equipped radios to receive VHF. Suggestions that they would become redundant drew a barrage of hostile letters.

However, the latest plans to strengthen the public service element of radio should reassure teachers. School broadcasts will remain on VHF but on Radio 3, where originations of programmes will replace the music service for one-and-half hours each morning during term-time. Repeats will go out on a new "education and sport service" on the current Radio 2 medium wave. Night-time broadcasting will "probably continue", but it has not been decided where.

The renewed commitment to a VHF slot for education will come as a great relief to most teachers. So will the guaranteed service on Radio 2, where School Radio repeats will be broadcast alongside the Open University, Open College, and continuing education programmes. School Radio will have its own home on the airwaves, but about 50 per cent of school audiences which tune into repeat transmissions will have to rethink their timetables or settle for medium wave.

Continuing education programmes have hitherto gone out in the Radio 4VHF Options slot on Saturday and Sunday afternoons. This comprises language programmes, parents, programmes on education, retraining, history and literature.

Mr Alan Wilding, the acting head of CE radio, is delighted at the prospect of moving to Radio 2 alongside sport and hopes to attract a new and younger audience.

The Open University element of the new service still has to be negotiated, but it will no longer be necessary for programmes to be transmitted at midnight or the crack of dawn. Alternative times, suitable for students with other commitments such as jobs or families, are to be discussed, as are the Open College co-productions with the BBC, which will share the service.

There are no details yet about the time to be allocated to sport and education. Education output will not necessarily be cut, with only an hour and a half on R3 compared to the current two hours a day on R4 VHF, according to Claire Chovil, head of School Radio. But it will require a careful balancing act, such as putting new programmes out in blocks. An internal working party will look at these questions.

The most popular innovation, however, is the return of children's radio. The old Children's Hour ended in the early 60s when, according to Claire Chovil, a former producer of *Toy Town*, competition with TV was beginning to be felt. Now the governors are making money available for its expansion.

They are apparently responding to the increasing concern, expressed by parents and teachers, that children are not learning how to listen. School Radio is doing something for that, but the only other children's programmes at present are *Listening Corner* (five minutes a day) and in the holidays, *Cat's Whiskers*.

Ms Chovil does not envisage "a revival of golden oldies" of the "are you sitting comfortably? variety, much loved in the 50s. The service will cater for pre-school children but it will also provide a new kind of programming for the eight to 12-year-olds.

The amount of children's radio, whether it will go out every day at a regular time, or only at weekends and holidays, still has to be decided: "Until we've done our sums we can't say". However, it is not envisaged that there will be a dedicated children's department, but rather that different departments will contribute. School Radio will be an obvious contender.

It took an earthquake to bring together a Bristol college and a Mexico City school. Diane Spencer reports

Joined on a firm foundation

Around 7am on September 19, 1985, pupils of the Escuela Secundaria Técnica No 19 Diego Rivera in Mexico City were assembling, as usual, for their 7.30 start.

At 7.19am an earthquake registering 8.1 on the Richter scale, rocked the capital for two long minutes.

Patricia Colín, a first-year pupil, was in her classroom at the top of a four-storey building. "We were all alarmed, we didn't know what to do," she says with some understatement.

None of the pupils was hurt, although the buildings were severely damaged. A second 'quake of the same scale and duration struck at 7.35 the following evening: the school was now in ruins with thousands of other buildings. The city's death toll reached 30,000.

Professor Miguel Bayona, the head, made desperate efforts with colleagues and parents to get a few classrooms open within a month of the catastrophe. Their achievement impressed the local British Chamber of Commerce which formed a committee to raise money to help rebuild the school.

Led by Leonard Meyer from the Chamber of Commerce, the committee raised £1.25 million from expatriots with some help from the British Government. The cash was divided between Diego Rivera, another school and a hospital.

"The committee was so generous, we decided to change the name of the school to Amistad Británico-Mexicana, the British-Mexican friendship school," the head explains.

He is in England for three weeks with a colleague, Jaime Sanchez, and the chairman of the school's parents' association, Guillermo Colín and 14-year-old Patricia, his daughter. They are here to pave the way for a link between their school and Clifton College, Bristol's 125-year-old independent school.





Melanie Friend

Establishing ties: Professor Miguel Bayona, head of Diego Rivera, and Patricia Colín (far right) settling into Clifton College's girls' sitting room

The school wanted to establish ties with a school here after the close involvement of the British community in Mexico. Richard Watkin, the British Council representative in Mexico, sought the help of the Hispanic Society in London which advertised for help from a school with an interest in Spanish, maths and computing.

Clifton answered the appeal and the unlikely combination of an independent school for around 700 pupils, including a handful of girls in a prosperous West Country city, and a 1,700 mixed state secondary in downtown Mexico City came about.

Clifton has offered Spanish since the 1940s and is noted for its interest in Spanish American culture. Its present head of school, James Ramagge, comes from Gibralta and his Andalusian accent is readily understood by the Mexican visitors.

Exploratory visits to Mexico City were made earlier this year by John Gibbs, head of Spanish, Tom Gover, senior master, and three pupils. A former sixth-former, Robert Matthews, is already teaching at the Mexican school for a year without pay, and is staying with Mr Colín's family.

Apart from exchanging materials and books, the main idea of the link is to exchange five or six pupils a year, for four to five weeks in the spring. And Clifton hopes to take former pupils from the Mexican school as language assistants.

Life in the Mexican school proved a culture shock for the British visitors. Pupils, dressed in brown tracksuits, work 50 to a class in disciplined silence. "But the atmosphere is very warm," said Mr Gover.

Michael Denman, one of the three Clifton pupils who visited the school, recalled: "Outside the classes we were virtually mobbed and asked for autographs."

Even more of a shock was the school's double shift, needed to accommodate all the pupils, with many teachers working a 12-hour day. It is now more popular than ever with its smart new buildings and computer room – thought to be the first in the country.

The school offers four technical subjects including metal work, typing and dressmaking (which Patricia takes), and now computer literacy as well as a basic curriculum of Spanish, maths, science and English.

The first Mexican exchange will be sponsored by the Chamber of Commerce in Mexico and Clifton pupils will either pay for themselves or draw from the school's travel scholarship fund.

The Bristol contingent will be chosen from the lower sixth and candidates need not be Spanish speakers, but could be able to offer skills in computing. On the Mexican side, the head thinks the pupils will have to be "distinguished in English who can get on well with other children".

Patricia would like to be one of them; but she has about 400 competitors.

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Keeping an open mind

A LEVEL REVIEW

Sue Surkes looks at the evidence submitted to the Higginson Committee, which is reviewing the future of A levels

With the current focus of attention on the Government's proposals for a national curriculum, it would be easy to overlook the debate that is taking place on the future of A levels. But it is a debate that is being waged almost as fiercely.

The A level review committee set up by Mr Kenneth Baker in February under the chairmanship of Southampton University's vice-chancellor, Dr Gordon Higginson, has been working away furiously in a bid to meet its deadline next Easter.

It has received more than 200 written submissions to date, has seen about nine delegations and is due to begin visiting schools and colleges to talk to staff and pupils about the possible ways forward.

The five-member committee is charged with recommending the principles that should govern A level syllabuses and assessment, and setting out a plan of action for the detailed professional work that might be required. Its starting point is that A levels will be retained (it has not yet discussed the definition of an A level). Beyond that, it has a relatively free hand.

Dr Higginson has not allowed his committee to draw any premature conclusions. With plenty of evidence still to come in, whatever balance of opinion there is could still change.

But it seems that certain strands are beginning to emerge from the evidence given. Clearest of all is the pressure to broaden the 18-plus curriculum – to make it more relevant to the needs of FE, HE and employers – and to bridge the artificial arts/science divide so that pupils can leave school with a more rounded education.

The universities, which have already acknowledged the need to review their own courses, have pointed out that youngsters arrive at their doors with too specialized a knowledge. Employers, in turn, have criticized the narrowness of university degree courses.

The Higginson Committee itself is acutely aware of the need to make A levels relevant to a wider range of so-called "end-users". It also has to take account of the Government's plan to boost both the number and proportion of youngsters going on to higher education at a time when student rolls are falling and universities will have to think about casting their nets wider.

But the question is, how should the A level curriculum be broadened? Opinion is divided between those who favour a single-tier system with more A level subjects and those who back a two-tier structure incorporating A levels and some form of subsidiary.

Some affiliates to the first camp, which is said to command "considerable" support, have urged the committee to look at the German *Abitur*. But members have also been warned of the difficulties of trying to graft the product of one education system on to another.

Others have advised the five to consider the International Baccalaureate. They include a joint delegation of school and university heads who recently argued for a structure incorporating the best of A levels, the IB and the relevant courses offered by the Business and Technician Education Council.

The group, which included representatives of the Committee of Vice-Chancellors and Principals, the Standing Conference on University Entrance, the Headmasters' Conference, the Secondary Heads' Association and the Girls' Schools Association, proposed an A level course with five subjects of equal weight which would allow pupils to mix arts and sciences and to approach some of their work via a modular route.

Under this proposal, the content of courses would be slimmed down and more of an emphasis would be put on practical application and the acquisition of skills and concepts. Standards, the delegation argued, would be no less demanding than at present.

Mr Michael Duffy, former president of the SHA and leader of the delegation, later said: "You can stretch youngsters just as much, perhaps far more, on a five-level course. The important thing is not to lower the top of the ladder but to make it easier to get on to."

He added that Advanced Supplementary levels were "irrelevant" to such a scenario because they were too closely linked to A levels as they currently stand.

A few respondents have gone further than the delegation and have argued that pupils should be allowed to take a mixture of A levels and vocational qualifications such as those offered by BTEC. Pupils could attend different institutions for different parts of the course.

A handful have advocated the development of common modules to bridge the academic/vocational divide. Under this proposal, an A level student could take, say, a BTEC module which would contribute to his or her final A level grade.

But there is also clear support for the A level system to be left more or less as it is. Some respondents, including GCE examining boards, have said that the 18-plus curriculum can be broadened via a combination of A and A/S levels, although support for the new qualification in its present form is said to be "lukewarm".

A few individuals have opted instead for the introduction of an intermediate level along the lines of the old N and F level proposals. With A/S levels, candidates are supposed to reach A level standard even though their syllabuses are roughly half the A level size. Those in favour of an intermediate level claim more pupils would stay on at school after 16 if they could take courses that were harder than GCSE but less daunting than A levels.

It was interesting to note what participants at the Joint Matriculation Board's recent annual conference had to say to the Higginson Committee. The idea of a five-subject A level course was rejected almost out of hand by the 80-odd people who attended a Higginson discussion group.

But reservations were also expressed about A/S levels as they stand. Several contributors feared the new qualification would not be welcomed by university admissions tutors, despite the assurances of vice-chancellors.

Only about a quarter of the participants whose schools and colleges offered A levels had introduced A/S levels this year. A sixth-form college in Salford had made A/S levels available in seven subjects, but only seven out of 250 A level students had taken the offer up.

On the format of A level syllabuses, the Higginson Committee has predictably heard much about the GCSE, with many respondents agreeing that A levels should take account of, rather than attempt to mirror, the characteristics of the new exam.

A few have proposed introducing GCSE-type differentiation, with different papers for different abilities. Others have spoken in favour of a mixture of hard and easy questions instead.

Some respondents have assumed that a total overhaul will be needed to take account of developments at 16-plus, but the view is unlikely to command committee support. Mr Graham Leech, one of the committee members, said the assumption appeared to be based on insufficient evidence. A number of A level courses now incorporated coursework assessment, he pointed out.

On A level grading, the Higginson Committee has heard a fair amount of support for the provision of more information about a pupil's performance. The Associated Examining Board echoed the sentiments of many others when it proposed a system of supplementary profile grades to report on at least some of the achievements that contribute to a student's overall grade.



Dr Gordon Higginson

MEMBERS OF THE HIGGINSON COMMITTEE

DR GORDON HIGGINSON: vice-chancellor of Southampton University and a former mechanical engineer.
SIR ROY HARDING: retired chief education officer of Buckinghamshire and former vice-chairman of the Secondary Examinations Council.
MR GRAHAM LEECH: head of Range High School, Formby.
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MR MARK NICOLSON: Barclays Bank representative and chairman of the Confederation of British Industry's under-35s group.

THE TIMES



Hands up!

Seventy years after the revolution, who knows what the Soviet people are really like? This Friday in *The Times* Conor Cruise O'Brien looks at the diversity of the Russian empire





. . . and regularly in *The Times*, Philip Howard (left) on words, Bernard Levin on the way we live now, Irving Wardle at the theatre, Frances Gibb on the law, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, the humour of Mel Calman, Jonathan Meades on eating out, the unique *Times* crossword . . . and much more

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Calculated advantage?

TECHNOLOGY

Ian Nash discovers how the exam boards are reacting to the prospect of candidates using technical aids



Under examination: word processors are at present banned for dyslexic pupils

When Lucy Hapless smashed both arms in a cycle accident one week before her GCEs, the examining board allowed a scribe to sit at her hospital bedside and take dictated answers.

Several children with extreme physical handicaps such as cerebral palsy have also been allowed to use specially adapted word processors which display words and even whole phrases at the tap of a key.

But examiners draw the line at allowing 200,000 dyslexic pupils to use new technology aids, although they do allow up to 10 per cent extra time to complete papers and some are reviewing the possible role of word processors.

"It is always possible to find an extreme example that justifies special consideration," said Mr George Turnbull of the Associated Examining Board. The case of a bright but dyslexic pupil, Richard Chalis, highlighted in the press recently, may be one such point.

With an IQ of 130, he has appalling handwriting but has medical evidence to show that his difficulties regarding spelling are considerably alleviated by a word processor.

"But boards cannot respond to every special case with a blanket change of regulations," said Mr Turnbull. There were added factors with new technology that made it difficult to see where it was doing more than mitigating the handicap and giving the pupil an unfair advantage.

Two GCSE bodies, the Southern Examining Group and the London and East Anglia Group, are reviewing the regulations but are unlikely to make a unilateral decision as, not since they

believe this will affect the consistency of awards among all the boards.

The arguments were rehearsed in the 1970s with the rise of the pocket calculator. The boards resisted its general use until it was cheap enough for all candidates to afford. But the debate did not end there, since the instruments became not only cheaper but more sophisticated.

"Suddenly we found calculators the size of wrist watches that could practically control a rocket to the moon," said Mr Don Ramdsen, secretary to the Midland Examining Group. "Calculators were more like computers and could do a lot more than deal with simple arithmetic."

A consensus emerged and boards agreed that "non-programmable" calculators could be used in any examination unless otherwise prohibited. For example, it was seen as logical nonsense to allow them for objective multiple choice tests of mental arithmetical ability.

This is exactly the sort of dilemma that the examining groups face with the use of word processors. Standard educational packages contain a lot more than the word processor and include, for example, a 1,000 common word spelling check.

Apart from basic questions of practicality – will the noise disturb other candidates; is there a need for technician support; is the print-out time additional to the exam time? – there are pedagogic issues.

Editing facilities and the chance to re-order paragraphs allow for a considerable increase in the speed of composition and precis (though not necessarily comprehension) which would give a positive advantage to many candidates.

Mr Stanley Owen, for the SEG, said: "If we do allow the use of word processors then we have got to say under what conditions they can be used."

Mr Colin Vickerman, secretary of the Northern Examining Association, said: "We are assessing the ability of candidates in their subjects, not their ability to use a machine."

His comments pointed to the more fundamental issue of what it was the particular GCSE award was supposed to show. Mr Turnbull said that one of the aims of the GCSE, for example, was to show employers what prospective employees could do.

"If they see a certain grade on paper they tend to assume that the candidates can write to that standard, not necessarily use a machine. If that is the case, should the certificate be endorsed to show that a pupil required twice the time to do the examination or that the person could only be guaranteed to come up to standard on a word processor?"

Until the pace of technological change slowed up, there was little chance of permitting information technology to be used (other than in IT studies) in examinations.

The most schools can hope for is a sympathetic handling of special cases as individual technological aids take their place alongside braille for the blind and specially produced large-print papers for the partially-sighted.

One-way ticket to Paddington

HOMELESSNESS

Sarah Bayliss looks at the plight of youngsters living in bed and breakfast accommodation

"There is no table in our room and it is very difficult to do my homework or any kind of study. I try to do my work on the bed but it sinks down in the middle."

Mohammed lives in one room with his parents, brothers and sisters in a hotel for homeless families near Paddington Station. Three years ago there were 400 "households" like his staying in squalid rooms in the Bayswater area of Westminster; today there are a staggering 1,500 – the highest concentration of homeless people in Britain, possibly in Europe.

Colin Pickles, head of Hallfield junior school in Bayswater, is one of a group of local teachers who see at first hand the effects of this "incredible horror story". He talks of "hotel Rachmanism" whereby landlords take in social security claimants for a short time, make enough profit to renovate the buildings and then revert to the tourist trade.

The headteachers meet every half-term to discuss issues with voluntary agencies and with their divisional education officer, Gwyn Robins, from the Inner London Education Authority. There is intense pressure on the ILEA to meet its legal duty to educate all the children in its area – even though the homeless youngsters have been sent into central London by boroughs as far away as Brent and Barnet.

Colin Pickles is full of praise for the ILEA's response to the crisis which has crept up relatively quickly over the past three years.

This term, four new classrooms were opened in Hallfield's playground to meet an intake which has grown from 240 to 360. Hallfield Infants is on the same site and the joint roll of 700 pupils makes it one of the biggest primaries in London.

During 1986, 700 extra places were created in the division of Camden and Westminster and during this academic year a further 850 places will be provided. That is the equivalent of opening seven new primary schools in two years.

Hallfield is said to be well staffed and some teachers are paid through Section 11 funds. Some children have arrived from Bangladesh and speak no English but there are also refugee children from Sudan, Somalia, Iran and Iraq. A new intake this term has come from the Irish Republic.

"Some children have had no education at all, particularly the girls," says Colin Pickles. "Some have had to wait a long time to get a school place and in some cases, families have kept children out of school believing that if they were school-less they would have a better chance of a home."

This term there has been a "bulge" of six and seven-year-olds and places for them at schools within a reasonable distance from Bayswater have all but "dried up".

In September, Hallfield junior had 95 hotel children. "In some cases we've been able to unite families who were previously split between two or three different schools."

One of the most frustrating and worrying issues for teachers is the turnover of children; already 36 of Hallfield's September intake have "disappeared".

The school is rarely informed that a family is moving to another hotel or – less likely – to a home of their own. "What terrifies me," says Colin Pickles, "is that a child could disappear completely and no-one would know."

The safest course for his school is to maintain a working relationship with the hotel receptionists. "My secretary can ring and ask if a certain family is still living in Room 315. If they've moved we find out that way."

The ILEA estimates there are at least 500 children from homeless families who are not receiving any schooling because of the difficulties in locating them. The Association of London Authorities, a group of Labour councils, is hoping to introduce a new system of notification next year.

The teachers at Hallfield witness the tragic waste of opportunities which children suffer because of the constant movement.

"They're super kids, in spite of everything," says Colin Pickles. "My colleagues work very hard with them and can measure their ability and achievement in their time here. But it's heartbreaking to see them moved on.

"This lack of stability is going to mean a whole generation of children growing up without basic skills. There's absolutely no continuity in their education."

Recently, the chief education welfare officer for the division, Janet Harrison Mee, has described the appaling conditions which parents and children have to deal with. Writing in her national association's journal, she recalls two case histories.

Mrs G, a single parent with three children, has been in bed and breakfast for six months having left a battered wives' hostel. She is miles away from family and friends and her children aged five and seven are placed in different schools.

"She walks a mile with her youngest child in a push chair to deliver the five-year-old to school while another mother from the hotel takes the seven-year-old half a mile in the opposite direction.

Mrs G and her children live in one room and share a bathroom and toilet with 12 other families. There are no cooking facilities so the family depend on cheap cafés or take-aways.

There are no laundry facilities and nowhere for children to play. Mrs G is very depressed and eats little. The local authority say she will be in bed and breakfast for another six months and she is considering returning to her violent husband "as a better option".

Another case study describes Mrs B, a mother of four, in her fifth hotel after one year in bed and breakfast. One of her children has been to six schools and she expects to be moved again because complaints have been made to environmental health and the housing department about the squalor in the latest hotel.

The landlord serves breakfast of hot drink, roll and butter at 8.30. Mrs B has to decide whether to miss breakfast and take two of her children to school or whether to let them eat and be late for school. Her 13-year-old son has been to three schools, cannot settle and is now refusing to attend. He doesn't want to leave his mother and hates to go outside so he sits in the television lounge all day. Mrs B's social worker is based on the other side of London.

Earlier this month Sheila McKechnie, director of Shelter the housing pressure group, warned that many children in Britain would spend all their childhood moving from one insanitary, boring and dangerous hotel room to another.

Addressing the annual general meeting of VOLCUF – the Voluntary Organization Liaison Council for Under-Fives – she outlined the reality of homelessness – a permanent and growing scandal – which was a direct result of successive governments' housing policies.

There were more than 125,000 children whose families were homeless last year and more than 1,000 children who were in care "for no other reason than homelessness".

Miss Valerie Howarth, former director of social services in Brent and current director of the charity Childline, also addressed the meeting. A recent report, commissioned from her by the Thomas Coram Foundation, had found that two-thirds of London's homeless families were headed by women. Many were black or from ethnic minorities such as the Vietnamese.

"Most of them prefer not to complain, they feel powerless, they don't want to be dependent but they have no choice," she said. "They are fearful and ashamed and many of them don't wish to be identified as homeless families."

During her visits to hotels in Camden and Westminster she was made aware of the considerable numbers of single people – mostly discharged from psychiatric institutions – living alongside families with children. There had been rapes and serious assaults in one hotel which had the most "dangerous mix of residents".

One woman told her: "There is no security, no certainty, just constant waiting. Nobody tells you anything, just 'come back sometime'. I now understand what puts people in mental homes."

Although Miss Howarth's work had centred on London she knew that in other parts of the country "transit camps, army camps" were being used to house homeless families.

Her report also uncovered:

- Several serious cases of malnutrition in hotel children and serious risks of infection from unsterilized babies' bottles.
- Two out of five families did not have a family doctor and half a sample of 400 children had no immunization at all.
- A high risk of accidental injury because of lack of play space and hazardous cooking rings and kettles.
- Children's motor development being impaired because children are strapped in pushchairs and cots for safety.
- Delayed speech because parents seldom go out, rarely have visitors and their depression makes them uncommunicative.
- Children often tired and listless as well as extremely insecure. Children even of junior age needing a nursery approach and play opportunities which they had hitherto been denied.

Dr Richard Stone, a local GP who helped found the Bayswater Hotel Homelessness Project, a pressure group which now includes families themselves, told the VOLCUF meeting he was now convinced there would have to be a major tragedy involving deaths of children before any particular attention was paid to the problem.

He knew of four deaths in the past two years including a toddler who had squeezed through balcony railings and fallen onto the pavement below. "I see the most health-damaging environments every day and nobody is doing anything about it. The problem is getting worse all the time.

"I have seen many children with burns and scalds, some severe, which are directly due to the overcrowding and lack of facilities in the hotels. I feel angry every time I see one of these children knowing that it need never have happened."

He had seen a baby so depressed that it refused to eat and schoolchildren who made such a fuss about going home to their hotels that their parents stopped sending them to school.

The pressure on health visitors – who were known to have case loads as high as 500 – on social workers, doctors, teachers and other professionals was so great that it was not uncommon for them to "burn out".

Later, Mr Colin Masters, director of the Thomas Coram Foundation, a children's charity, said the main response to Miss Howarth's report was for the Foundation to convert part of its site into a centre for play and education to support homeless families. "There is a little oasis here which could just scratch the surface of this terrible problem."



A Marie and S. Janters SALS/Shelter 1987

Bed and bored: hotel children have virtually no play space

What can be done to help



Elea Dioks, general secretary of VOLCUF, introduced a five-point plan of action at its annual meeting, calling on education departments, voluntary organizations, community groups, health authorities and social services to consider the welfare of the homeless in their neighbourhoods and to:

- Organize playgroups, drop-in centres, toy libraries and child-minding services.
- Open schools, nurseries and public buildings for playspace, catering and a safe haven for families at weekends and in the holidays.
- Provide support and social contact to reduce the possibility of abuse and violence.
- Share premises and divert resources to those who need them most.
- Encourage members of the public and local agencies to find out where homeless families are and what practical measures are being taken to help them.

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OVERSEAS

Mary Follain reports on the lengthy battle to appoint Unesco's new Director General

Former deputy set to take control

Anxious observers are hoping that Unesco's general conference, which started this week, will endorse the nomination of the Spanish biochemist Senor Federico Mayor as their new Director General. Several West African countries bitterly resent the recent defeat of Mr Amadou Mahtar M'Bow, from Senegal, after 13 years as head of the United Nations Educational, Scientific and Cultural Organization.

Just before the general conference began, its 50-strong executive board managed to elect Sr Mayor after 10 days of emotionally-charged voting. But the board's nomination has still to be ratified by the 158 member states at the general conference and it is hoped that they will not create a precedent by refusing to do so.

A former Minister for Education and Science in Spain's Centrist Government from 1981 to 1982 and now a Member of the European Parliament, Sr Mayor is already familiar with Unesco bureaucracy. He was Mr M'Bow's deputy from 1978 to 1981, and then his special adviser from 1983 to 1984 when he left quietly, unable to agree with the Director General's administrative methods.

He belongs to the Spanish Royal Academy of Medicine and was a senior fellow at Oxford in the mid-1960s. His supporters, who include a dozen Nobel Prize winners, believe Unesco's survival depends on his election.

Unesco lost 30 per cent of its budget with the withdrawal in 1984 and 1985 of, first, America and then Britain and Singapore, who objected to its administrative costs and bluntly anti-Western politics. They made it clear they would not return while Mr M'Bow continued to be Director General.





Mayor (left) and M'Bow: contestants in a fight that has divided Unesco

Despite Mr M'Bow's announcement a year ago that he would not stand for a third six-year term, it was no surprise to find him a candidate again this month.

At first it seemed that Mr M'Bow would win the 26 votes needed to give a majority, and after two rounds of voting the right-wing Pakistani ex-General Sahebzada Yaqub Khan withdrew.

In the third round, Mr M'Bow still could not muster a clear majority, while Sr Mayor doubled his previous score. Mr M'Bow decided to withdraw before the final and fifth round which should have been a contest between the two candidates with the most votes.

This left Sr Mayor as sole candidate but, even so, he was not elected until 6am on October 17 after a night of wrangling over procedure. He won with a comfortable 30 votes, but the difficulty showed a significant measure of opposition to him within the organization.

With 23 votes during the first two rounds, Mr M'Bow came within three votes of being re-elected, mainly because the Western countries initially chose Mr Yaqub Khan. He had little chance of attracting votes from either the developing countries or the Soviet Bloc. Only when he withdrew, did the West support Mayor.

The host country, France, apparently managed to vote for all three candidates in turn. It began by supporting Yaqub Khan, but gave in to pleas from African countries and voted for Mr M'Bow in the fourth round, breaking ranks with the other Western countries. A year earlier it had said it did not want Mr M'Bow back at any price. After his withdrawal France claimed it voted for Sr Mayor, but it is widely believed that it didn't.

The Soviets voted solidly for their candidate Mr Nikolai Todorov from Bulgaria, in the first four rounds and dramatically tipped the scales in favour of Sr Mayor in the last.

In a letter "for posterity" Mr M'Bow claimed he had been the victim of underhand, political manoeuvring and has told the general conference that Western countries resorted to blackmail and disinformation to get rid of him.

Because of the continuing hostility from most West African countries, Sr Mayor will not be drawn on his future policies until his nomination is ratified. Before his election, he promised to decentralize Unesco administration, to delegate more, to see projects followed through, and "to do all I can to entice the three countries who have left back into the fold".

Britain and the US, however, will not return until they see proof of reform. Proposals now on the general conference agenda are mainly Mr M'Bow's, and Sr Mayor will probably not be able to put his own forward until next year.



Grounds for work: young men clear weeds for the Vumba Coffee Project

Not a day passes without Zimbabwe's press commenting on the crisis over jobs. "It is the unemployment time bomb," said a leader in the *Daily Herald*. It might have added that the explosives are in the hands of the young.

The increased number of schools are now producing 99,000 leavers per year, a figure expected to rise to 200,000 within five years within a population of 8.8 million.

Unemployment in the 15 to 24 age group is estimated at more than 25 per cent. "Today in Mashonaland East, one of this country's eight provinces, only 16 per cent of its 81,000 employable youth have jobs.

Dr Bernard Chidzero, the Employment Minister, revealed in his 1987 budget that job growth for 1986 had been static. "Unemployment figures," he said, "will soon exceed those for employment in real terms."

Private business sectors argue simply that educational expansion must stop. Yet in April, Mr Dzingai Mutumbuka, the Education Minister, publicly ignored such appeals. He would continue to educate the youth "because it is their right", he said.

The Education Ministry has renewed its promotion of Education With Production, and a proposed secondary programme to emphasize practical manual work to encourage realistic aspirations among school-leavers.

In May, the Ministry announced a "bold and ambitious" programme to create a "polytechnical" bias. Secondary education would be divided into three stages: forms one and two would combine academic and vocational subjects. Content would be determined jointly by the education and labour ministries, and representatives of the industrial and commercial sectors. Aptitude tests would determine whether form three and four students followed a vocational or academic bias.

Sowing seeds for permanent jobs

ZIMBABWE

Pete Maxey on educating for employment

With no exclusive specialization, all subjects would carry equal certification and vocationally-orientated students would be groomed for polytechnics and agricultural colleges. The third stage, however, expects academic sixth form students to take only one vocational subject and vice versa.

A pilot programme is to start next year, including plans to retrain vocational teachers. However, concern has been raised that this continued dichotomy of studies will reinforce the distance between them, similar to the British system. Much will depend, as the Ministry admits, on how closely schools can link with technical institutions, and how teachers accept the scheme. Significantly, the Ministry has launched a refresher course in Education With Production for headmasters.

Much more will depend on students' perceptions of school-leavers' success. The Youth Training Centres teach school-leavers practical skills specific to the developmental needs of each province.

Mr Senderayi, Deputy Secretary at the Ministry of Youth, Sport and Culture, and Mr Richard Madavo, Under Secretary, recently returned from a British study tour.

"We see now that the Youth Training Scheme is training youth to get jobs. We are in a very different position. We must train them to create jobs and generate their own income," said Mr Senderayi. All trainees spend at least three months in actual work. So far, they have built 56 government staff houses, and further construction of government workshops is planned. Last year, they saved the Ministry Z$200,000 (£90,000).

Unlike Western models, collective co-operative development is emphasized. Each trainee is a "seed" to be transplanted in the community with the skills to organize others. With little or no capital resources, co-operation is essential.

So far, most youth projects have been small or seasonal, only some providing permanent employment, but the government has now begun funding on a larger scale. One such project is at Berkeley Turfontein in the Midlands, and the other is the Vumba Coffee Project. Set up nine months ago, and funded to the tune of Z$250,000 (£112,500), it is perhaps a symbol of the way forward. Here 47 youths collectively operate 740 hectares of a former white-owned coffee farm.

Commitment is the key. The Youth Brigade plays a major part in "orientating" attitudes. Current membership is 800,000. This year the Ministry will institute a national structure and national command, extending the brigade to technical colleges and universities. A new National Youth Council will co-ordinate voluntary, party and brigade organizations. "When that happens," said Mr Senderayi, "membership will run into millions."

There are no attempts to force the private and foreign sectors to take on more labour, but negotiation has yielded some progress. One large company is about to provide loans and management expertise for an extended project covering Harare, Bindura, Rhwange and Chireza. The Ministry has now created a separate Youth Development Fund in the hope of attracting private donors to augment meagre government resources. Funds stand at Z$1.3 million (£585,000).

"In the end," said Mr Senderayi, "we must rely on ourselves. We never thought we could unseat the white regime, but with organization and sacrifice we did it. We can win this battle too, but we need help and we need friends." There is a long way to go.

Biff Norris

Standards board gets to work

UNITED STATES

The first certificates are still five years away, but American teachers are at last on the road to developing national standards, and a new professional status. This week, under the auspices of the Carnegie Corporation, the National Board for Professional Teaching Standards appointed the remainder of its 63 members and finally got down to work.

The task of the board, which has members from a wide variety of backgrounds but a majority of working teachers, will be to assess what standards are required and how teachers should be tested.

The new certification will be voluntary, and individual states will still be free to impose their own requirements, but it is expected to have a profound influence on the standing and competence of the profession. In particular, it is hoped to put pressure on schools of education to produce graduates who can meet the new standards.

The leaders of both major teachers' unions, the National Education Association and the American Federation of Teachers, are members of the board. Mr Albert Shanker, AFT president, described the move as "the first step towards a totally restructured education system, in which teachers have more power, and in which teaching and learning will be radically different".

Not everyone is happy about the control teachers will now enjoy over developing standards – education administrators are predictably resentful – but there is general agreement that without wholehearted teacher participation the scheme would have been impossible.

The new board is the direct outcome of last year's major report by the Carnegie forum: *A nation prepared – teachers for the 21st century*. It was not the first report on the state of America's schools, nor were its recommendations unique. What made it different – the only diatribe to produce observable results – was the Carnegie decision to back it up with a grant of $3 million (about £3 million).

That guarantee had the effect of putting the initiative for reform in private hands. With the Federal Education Department reluctant to do anything on a national basis, and hidebound by parsimony and bureaucracy, it was probably the only way to get anything done. Five million dollars will not be enough to complete the task – the board estimates that it will need ten times as much – but there is confidence that the balance can be raised from charitable foundations and industry.

The formation of a national standards board was not the only Carnegie recommendation. Another was the abandonment of the degree in education at undergraduate level, and insistence that prospective teachers should major in the liberal arts. That idea, too, is taking hold.

In Rochester, New York, a happy band of teachers are about to become the first in the United States to enjoy the third major Carnegie recommendation: the creation of a career ladder with appropriate rewards. "Lead teachers" in Rochester – 240 experienced veterans working in the toughest schools – will be earning $70,000-a-year (about £40,000) under a new contract. Beginners will get $29,000, and the median teacher salary will be $46,000.

There has been a price to pay: ordinary teachers now work five extra days a year – lead teachers an additional month. They will also be accountable for drop-out rates, test scores and attendance.

The Rochester teachers seem to think it worthwhile, and are being viewed with envy by their peers. It may be some time before their exceptional contract becomes the norm, but this week's events have given hope that teaching in America is on the move. At last.

Biff Norris

OVERSEAS

Juvenile crime is a problem needing an answer. Anne Susskind reports from Australia and Geoffrey Parkins from China

906 students questioned, one found innocent

AUSTRALIA

A recent survey of Melbourne schools has revealed that almost 45 per cent of students have stolen from their fellows and done so, on average, seven times. This, and other startling statistics, were reported at a conference on adolescent crime organized by the Australian Institute of Criminology.

Mr Shane Carroll, who conducted the survey of 906 girls and boys at Melbourne's state and independent high schools, told delegates that results also showed 60 per cent of students had damaged school property an average of 22 times.

About a third had stolen either from their family or their school and all but one of the students questioned had committed at least one offence.

Mr Carroll said the adolescent self-report studies revealed more illegal behaviour than indicated by official police and court statistics.

He said adolescents avoided police attention because many adults did not report their crimes.

"People do not report young offenders for many reasons, including a belief that they can deal with the youth themselves," he said.

The New South Wales education department's head of community relations told the conference that arson and vandalism on trains and schools in the state cost the taxpayer more than $16 million (about £7 million) a year.

He said that sophisticated protection methods did not seem to be an effective deterrent. Fifty schools recently installed expensive electronic surveillance systems which were subsequently attacked by 77 people.



City scrawl: helping students find their place in society might reduce crime

In the Northern Territory, 13 schools have employed full-time uniformed police constables. The principal of one of these schools, Mr Roy Harvey, said his constable had become indispensable.

Vandalism had almost disappeared, trespassing was no longer a problem, and students felt safer, he said. They approached the police on issues ranging from broken hearts and loneliness, to fights, rape and malnutrition.

Mr Harvey said: "Kids don't talk to their parents any more. Often parents work, or they are not on the same wavelength as adolescents. But the child wants to talk to an adult.

"They could talk to a teacher, but they want adults from the real world," he continued.

In contrast to official statistics, the survey suggested that social class and gender were not significant factors.

Professor Maurice Balson, from Monash University, said teachers should stop blaming poverty, unemployment and parental problems for adolescent crime.

Instead, they should try to involve students in school activities, consulting them in the planning of disciplinary procedures, for example. Only when students felt they had a worthwhile place in society would they cease this violent behaviour, Professor Balson said.



On the cards: "gambling" is cited as a cause of juvenile crime

Violent trend upsets experts

CHINA

The number of violent crimes committed by juveniles, including armed robbery, murder and rape is rising rapidly in China. Young offenders now account for 70 per cent of all crime; academics and researchers reported at a recent national conference.

Hundreds of scholars and experts met at the conference – sponsored by the Chinese Juvenile Delinquency Research Society – to map out a strategy for curbing this trend.

Delegates were concerned that juvenile crime has increased by 50 per cent in the past 20 years and the average age of first offenders is now 11, compared with 16 in the early 1960s. This is after juvenile crime was reduced to its lowest-ever level in 1984.

Researchers said the majority of juvenile crime used to involve only minor offences like hooliganism and petty theft, but now had become "much more violent". In the past year violent robbery has risen by 80 per cent, murder by 20 per cent, and rape 10 per cent.

The use of anaesthetic substances in rape and remote-control explosives and chemicals in robberies has also risen. Most crimes were either money or sex-oriented, they said.

Much of the increase was attributed to the publicity given to violence and sex in the media, and also to a resurgence of "gambling" – which had been forbidden after the founding of the People's Republic of China in 1949.

Mr Wei Jiuming, vice-president of the delinquency society, said that while the level of juvenile crime in China was still lower than in many western countries, its reduction was essential to preserve public order. He urged researchers and academics to intensify their studies so that an effective preventative strategy could be implemented.

Juvenile delinquency has only been seriously studied in China for five years. Since 1982 research units have been established in 4 universities and 20 research institutes across the country.

Importantly, the conference called on the Government and society to recognize the "juvenile status" and "particular circumstances" of young offenders, and to establish "judiciary procedures" and "juvenile courts" separate from those dealing with adult criminals.

Linguistic communities may profit from crisis

BELGIUM

Belgian education could be devolved to the Flemish and Walloon linguistic communities, following the recent Government collapse induced by the country's continuing language crisis.

Prime Minister Wilfried Martens, resigned after talks between four coalition parties – Social Christian (Flemish), Social Christian (francophone), Liberal (Flemish) and Liberal (francophone) – broke down over a regional language conflict known as the Fourons issue.

The conflict centres on the socialist mayor of the Fourons (to francophones), or Voeren (to Flemings), six villages in an officially Dutch-speaking district of eastern Belgium. MEP José Happart, elected by the predominantly francophone population, refuses to speak Dutch as required under the law.

The Prime Minister will head a caretaker government until a general election takes place. Its main task will be to draw up amendments to the Belgian constitution, including article 59 II, which governs education.

Responsibility for subsidies, buildings, awards and the national curriculum, currently held by Belgium's two education ministries governing the Dutch and French language sectors, is likely to be devolved to the Flemish, Walloon and German-speaking regional assemblies under the proposed amendment.

Devolution came on to the political agenda with the formation of the outgoing government in 1985. It was in the coalition agreement as an explicit objective, along with the condition that steps would be taken to ensure all schools were treated the same.

But the passage of the education amendment is unlikely to be smooth. Daniel Coens, Education Minister for the Flemish sector, is said to be threatening to implement devolution for Flanders without waiting for the francophone side.

And the two education ministers have already crossed swords over the question of finance. The francophone share of the educational budget was cut last September provoking the minister for the francophone sector to protest against financial inequality and demand measures favouring Wallonian schools – thereby leading to his dismissal. The Government justified the cut in terms of the number of children in Flemish schools (nearly 1¼ million) compared to the number in French-speaking ones (just over 900,000).

Jane Marshall

Baby boom has yet to meet state expectations

JAPAN

New Japanese universities, set up to accommodate the country's second baby boom, are having to resort to elaborate marketing ploys to attract students.

Surgadal University, a law school in Saitama prefecture, enrolled its first group of students on April 1, the beginning of the academic year. Not content with a simple mail shot, it held five seminars for prospective applicants in the Tokyo area, each preceded by a session for upper secondary school teachers complete with lunch and a bag of souvenirs at the door.

Surgadal is one of 20 new universities and colleges set up this year to cater for the second baby-boom. But provision appears to be running ahead of the population bulge. The Education Ministry has implemented a seven-year plan to create an extra 86,000 places in higher education by 1992. These are intended to match an expected rise in the number of 18-year-olds from 1.85 million in 1986 to 2.05 million in 1992. Some 44,000 places are then meant to be scrapped, after the population declines again to 1.51 million by the year 2000.

And in addition to the 20 new institutions – eight four-year universities and 12 two-year junior colleges – 15 private universities have received Ministry approval to start operating next year.



Capacity is further swollen by new departments being set up in existing universities, particularly in information technology, natural resources, new materials and biotechnology.

Private universities have the most to fear from the decline in the student population projected for the 1990s. Already hit by subsidy cuts over the past few years, they point out that since fees have reached the market ceiling, they rely on increasing their student intake to meet costs.

Barbara Casassus

Minister goes after disastrous elections

ARGENTINA

Education and the economy have proved costly problems for politicians. Sheila B Waddell reports

Sr Julio Rajneri, the Argentine Education Minister, has resigned after recent elections which cost the ruling Radical Party its overall majority in Congress.

Education was turned into an election issue by Dr Antonio Cafiero, tipped as the opposition Peronist Party's future presidential candidate.

Dr Cafiero claimed that many Buenos Aires schoolchildren were only being taught for two hours every day, and that school buildings were not being properly maintained.

After the election, all Government ministers formally handed in their resignations. But while those of a number of key politicians, were turned down, that of the Education Minister was accepted.

It is not difficult to see why. 1987 has not been a happy year for education. Argentine state school teachers are struggling for better wages, improved working conditions and adequate funding.

The situation is similar in the universities, where lecturers have been on strike so often this year that many students are likely to lose a year of their education.

University staff have now been offered wage rises of 68 to 75 per cent back-dated to August. But while this may bring them back to the negotiating table, any solution is likely to be temporary.

Argentina has already entered an era of hyper-inflation. As a result, their wage rise has already been devoured by inflation.

Teachers in Santa Fe are in a worse situation. They went on strike in October as their September salaries had still not been paid – provincial coffers, like the national ones, are pretty bare.

Sr Jorge Sabato, the new education and justice minister, was a controversial choice as far as the conservative Catholic Church is concerned, for he is not a practising member of the faith. Sr Sabato was quick to reassure the Catholic hierarchy, however, that the Church's role in education would not be interfered with.

While he may have allayed the fears of the church, he is likely to find the teaching profession harder to satisfy. Argentina has already increased its overseas borrowing to meet the interest on its overseas debt for this year, and the economy has entered a state of crisis.

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Primaries need dialogue as well as didacticism

Sir – In her critique of "progressive" primary teaching (*TES*, October 16), Linda Hall appears to argue for the wholesale abandonment of child-centred approaches to learning such as the integrated day and, by implication, project or topic work, in which children are given some degree of choice and responsibility for their learning, under the teacher's guidance, in favour of a return to traditional, class-based teaching. In short, she espouses a *didactic*, rather than collaborative teaching model.

The irony of this argument is that many, if not most, primary schools never relinquished the didactic model, despite Plowden's exhortations. Thus the HMI *Primary Survey Report* of 1978 commented that, in all the classes surveyed, about three-quarters of the teachers employed a mainly didactic approach, in which the teacher directed the children's work in accordance with specific objectives, and fewer than one in 20 relied on a mainly exploratory approach, in which the broad objectives of the work were discussed with the children, who were then given the opportunity of finding their own solutions to problems posed and to making choices about the way in which the work should be tackled.

The inspectors favoured a mixed model in which both didactic and exploratory or collaborative forms of teaching could occur. Similarly, research carried out at Leicester University by Galton and Simon found that in many primary classrooms learning was only individualized to the extent that children worked as individuals on tasks firmly prescribed and supervised by the teacher. They noted the comparative rarity of genuinely collaborative learning activities carried out by children working in small groups.

To this extent Hall can be accused of attacking a straw man. More worryingly, she claims that it is only during the full class lesson that children are likely to be exposed to the "complex linguistic structures" necessary for their linguistic and cognitive development, through hearing adult talk.

Is she implying that mere exposure to complex language will bring about such development? No doubt she is well aware that a good deal of classroom-based research has shown how constraining such lessons can be on children's use of language.

In order to make ideas personally meaningful children need to enter into a dialogue with the teacher in which there is "mutual negotiation of meaning", as Gordon Wells puts it. Such opportunities mainly arise in the informal context of one-to-one discussion with the teacher, centred on some activity in which the child is fully involved, or in the context of small group collaborative learning where children share ideas among themselves and with the teacher. Regrettably, Hall dismisses peer-group talk as being of questionable value despite evidence to the contrary provided by the work of Douglas Barnes.

It is unfortunate that Linda Hall has polarized the discussion by her exclusive advocacy of class-teaching methods. While they are indeed an essential element in primary education they need to be complemented by individual and small-group learning *situations which provide the context* for more intimate interactions between teacher and pupil, as the result of which the child's thinking can be more fully developed. Although very demanding of the teacher's time and skill such methods must also have a place in the national curriculum.

Dr THEO COX
Lecturer in education
University College Swansea



Primary model: individual learning can help a child's development.

Richard and Sally Greenhill

Plowden retort

Sir – I hope I may be forgiven for suggesting that Linda Hall's thoughts on Plowden, whose sincerity I do not wish to impugn, serve to illustrate the depressing truth that educational ideas which essentially retard and stultify children will always prevail. This is because they are easy to explain and propagate.

It will always be easier to justify class-teaching than to make a case for the integrated day. Class-teaching is adult-centred, simple to plan and efficient-looking. It meets few real needs which children feel because it answers questions which they are not asking, but it looks right, and it makes teachers "work" in a quantifiable way. The integrated day is riskier, more complicated to administer and gives no comforting impression of preparing a new generation to be like their elders.

Nevertheless, the integrated day, and similar individualized methods, are the only hope for present-day schools; only by allowing each child to use and develop his unique approach to learning can we hope to equip him for the indiscernable future.

I have seen and worked in both traditional and pupil-centred classrooms, and in my sober judgement the latter gave consistently superior results, improved motivation, enabled weaker pupils to be drawn into activity and allowed the teacher to be a human being instead of being judged, as we so often are, by the utterly spurious standard of his ability to project himself as an authority figure.

CHRISTOPHER SHUTE
7 Kiln Way
Polesworth
Staffs

Integrated works

Sir – The article "Come back teacher" (*TES*, October 16), by yet another refugee from the classroom, bears very little relation to integrated work as I knew it in the 1960s and '70s.

The most apt comment I ever heard regarding the difference between integrated work and traditional teaching came from 11-year-old Jonathan (now a consultant paediatrician) who had spent most of his seven years with us doing his own thing with great intensity. When I met him shortly after he had left us for secondary education I asked him how he liked his new school.

"It's great," he said. "We don't have to do any work at all. They just sit us down and teach at us!"

GORDON PEMBERTON
25 Hunters Rise
Pogmoor
South Yorkshire

A narrow BEd

Sir – With current educational debate highlighting the issues raised by the national curriculum, the article entitled "An unloved baby grows into a bearable child" (*TES*, September 25) provided us with a timely reminder of the extent to which centralization processes have already made an impact on initial teacher education through the work of the Council for the Accreditation of Teacher Education (CATE).

This review usefully drew attention to some of the criticisms of CATE voiced by tutors specializing in the primary sector of teacher education, which were to be taken up in the Select Committee Report of 1986.

Given the excellence of the review it is a pity, therefore, that less than justice is done to the arguments behind the critical stance taken by the Undergraduate Primary Teacher Education Conference (*UPTEC*), now reconstituted as the National Primary Teacher Conference, on the criterion of two years of subject specialization at higher education level.

The article refers to the belief that "teaching little children is a generalists job" and claims that such a "purist" viewpoint is expressed in the maxim "Whenever anybody asks me what do I teach, I reply that I teach children."

I cannot recall, however, UPTEC members discussing the primary teacher's role and its implications for course design in such simplistic terms. *The position we took was more complex:*

- ☐ Of course you cannot teach children in a vacuum – they can only be taught through a curriculum, through the mastery of a range of symbolic experiences. Surely the implied dichotomy between child-centredness and curriculum-centredness is a myth, long since buried?
- ☐ The curriculum has to occupy the central stage in initial teacher education and a fundamental concern must be the development of the student's grasp of subject matter.
- ☐ There has to be a balance between preparing the student for his or her "generalist" role across the curriculum and the "specialist" role in specific areas. Our objection to the two years' worth of specialist subject study was about *the distribution of time* and the way in which it could militate against the development of a primary practitioner who continues competence across the curriculum as a whole with awareness of all those other aspects of education properly identified as crucial by CATE, such as special education needs, information technology, multicultural education, multiclass-room management.
- ☐ The nature of two years of subject specialization at higher education level was also seen as pernicious, not because high academic standards are inappropriate in subject study, but because of the implication that the rest of the degree need not be at higher education level.
- ☐ If only the balance between the "specialist" and the "generalist" dimensions of a BEd had not been quantified so precisely in Criterion (as, indeed, is the case in Scotland), then a wider range of models of course design might have continued to enrich the development of initial teacher education.

ROBERT M YOUNG
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BEdHons (Primary)
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On the platform

Sir – Forgive me for responding to correspondence (*TES*, October 9) replying to my Platform article of September 25. Those who believed that I was actually supporting the 26 parents in Dewsbury who refuse to send their children to Headfield School, completely mis-read the article. At no time did I support them – in fact I said exactly the opposite.

However, *to quote to me reports* showing that there is inherent racism in our educational system is a more fundamental mis-reading of what I was saying. I don't dispute that fact at all, nor that we have to take drastic action to overcome it. As leader of Sheffield City Council, I was pleased that we were making some slow progress in taking a lead in this direction.

Being concerned about the fears of white parents where their children form a small group in a predominantly black and Asian neighbourhood, is not the same thing as ignoring the real issues about racism in our society. To ignore one sector of the community because you have grave concerns about what is being done to another, is just blinkered.

If, as one of your correspondents suggested, accepting that some cultures emanate from and are linked to national and racial background makes me a racist, Lord help us all!

DAVID BLUNKETT
MP for Sheffield Brightside

White minority

Sir – I have stayed my hand so far waiting for a storm of support for the Dewsbury parents to break – but to no avail. Is it not strange that the champions of minority groups should be so silent when the minority concerned happens to be white and English?

BRIAN R H CLACEY
161 Davidson Road
Croydon

Worthy of interest

Sir – I was interested to read, in your feature on financial management in Solihull schools (*TES*, October 9), that the director of education would like each school to have its own bank account, but "the director of finance has been unable to persuade the banks to allow all the separate school accounts to be regarded as one big account for interest and charge purposes".

Why is it thought necessary to have one big account for these purposes? Is it that the director of finance wants to take all the interest accruing to the account? Why should the schools not receive this interest on their individual accounts and use it as they think best?

I hope that the director of education for Solihull will not meekly accept the veto of the director of finance. Other education authorities should be warned that they will encounter many ingenious forms of obstruction to any plans for devolving financial power to schools.

M ROBERTS
2 Merrilees Road
Sidcup, Kent



Flexible on age

Sir – No, the Professional Association of Teachers does not advocate the lowering of the school-leaving age to 14 (*TES*, October 9). We simply want greater flexibility.

In my speech to the conference of the Professional Association of Nursery Nurses, I said that, if we could get nursery education right, we would be on the way to solving half the problems about children's behaviour that have us lying awake at night. I added: "Perhaps we ought to lower the school-leaving age and use the money to extend nursery provision. That could be the saving of the next generation to be born."

In making my remarks, I was echoing not Sir Rhodes Boyson but Mrs Anne Spencer, the national chairman of PAT, who is deputy head of a nursery school and therefore closely acquainted with the need for increased nursery provision.

PETER DAWSON
General secretary
Professional Association of Teachers
Derby

Confused crusade

Sir – I refer to the article ("Newham's Muslims urged to go-it-alone", *TES*, October 16), reporting Mr Iftikhar Ahmad's letter to Mr Kenneth Baker, Secretary of State for Education and Science, demanding separate schools for Muslims and singling out particular schools in Newham.

The schools named by Mr Ahmad currently enjoy the support of many Muslim parents who are happy to work with the local education authority. Newham is generally agreed to have a good record on its willingness to meet the needs of its Muslim community – regular discussions over the curriculum with community leaders, free use of classrooms after normal school hours for Koranic language and cultural studies, and the teaching of Urdu as a mainstream subject in a number of secondary schools.

Muslim community leaders are represented on our standing conference which is preparing a new religious education syllabus for our schools. This year we have designated three days as holidays in recognition of non-Christian festivals including Eid-al-fitr.

Newham enthusiastically embraced "parent power" before Mr Baker thought of it and we are constantly trying to increase parent participation in education through community education initiatives, and on school governing bodies, and the education committee.

While three of the five schools "chosen" by Mr Ahmad to be designated as grant-maintained schools under the control and management of Muslim parents do have a high proportion of Muslim children (though none of them a majority), there are also within these schools large numbers of ethnic minority children of other religious faiths, most notably the Hindu and Sikh faiths. We do not have large numbers of Muslim children in two of the schools and Trinity Boys' school has been approved for closure by the Secretary of State.

It is hard to see how Mr Ahmad will be regarded as a standard-bearer for the Muslim community on the basis of these proposals in this borough. It is anything but clear that there is any really widespread support among any of our ethnic minority communities for increased fragmentation of our education system along religious and racial lines that the Baker proposals (alone) might possibly imply.

We can expect a plethora of ill-muddled "initiatives" that will be the inevitable result of the Secretary of State's ill-considered proposals in the next few months. In Newham we look forward to a continuing and fruitful working relationship with the Muslim community through our Muslim councillors, community leaders and teachers.

L FULLICK
Chair of education
London Borough of Newham
Town Hall
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London E6

Tricky business in the market-place

Steiners differ

Sir – Impartial though it is, Sue Surkes' article "Low standards of Steiner school worry inspectors" (*TES, October 9) fails to distinguish between* different types of Steiner schools and hence serves to give a bad press to the Steiner education movement as a whole.

First, it should be pointed out that there are many Steiner homes and schools which specifically address the needs of handicapped and emotionally disturbed children. These, including the "Camphill" homes, should not be placed in the same educational category as the Steiner or Waldorf schools for "normal" children. The latter, while linked philosophically with the special schools and homes, are affiliated under a separate body – the Steiner Schools Fellowship.

Second, this organization sees it as important to distinguish between new schools which call themselves Steiner schools but have yet to establish themselves as such, associated schools which are on the way to doing so and full membership schools of which there are 11 in the UK.

"Steiner education" is therefore more correctly understood as a comprehensive philosophical denotation and "Steiner schools" as an umbrella term for its practice. Care needs to be taken in distinguishing what kind of Steiner school is being referred to.

MICHAEL PRESTON
Perry Court Rudolf Steiner School
Garlinge Green
Chartham
Nr Canterbury
Kent

High pitch

Sir – I am greatly saddened and disheartened by Kenneth Baker's proposal that parents should yet again be asked to pay for instrumental music tuition. Already, instrumental teachers are deemed to be dealing with an élite few because the provision of resources in the form of time, instruments and staffing can never equal customer demand. Add to this an obligation to pay and any enhancement in the place of music in a pupil's life is diminished in one retrograde step.

One has only to consider the exciting possibilities offered by a more practically biased GCSE course which places increased emphasis on performance and composition to acknowledge the difficulties imposed by such a proposal.

I certainly do not select my pupils as future professional musicians – that is an added bonus. As far as I am concerned they are youngsters who appear to have a certain aptitude and a desire to learn and it is my pleasure to help them. Sometimes all they learn is to be part of a team, or the self-discipline of a practice routine or an increase in self-confidence when they are modestly successful. It does not matter that they will never be famous performers, the are developing a skill which will stay with them for the rest of their lives, whether they are employed or not and they also achieve an entrée to a group of similarly educated people wherever in the world they may go.

Does Mr Baker *really* want to perpetuate a *divided society* in which parents are not only unemployed but their children are unable to avail themselves of the right to a balanced education? Surely this is akin to the *right to life of a handicapped foetus* – how many instrumental pupils will be aborted because their handicap is one of insufficient money?

JENNIFER BOSTON
Senior peripatetic
instrumental teacher
Lincoln Music Centre
Spring Hill
Lincoln

'Better' is bland

Sir – "Better, balanced science" is an amorphous beast that rapidly changes between being integrated, combined and co-ordinated. All its forms do seem to have one underlying theme – that all children at 15 and 16 should be compelled to study diluted versions of physics, biology and chemistry.

It is easy to accept that many involved in "better science" have a genuine desire to improve the quality of science teaching. It is less easy to accept that the motives of the paymasters of this massively funded exercise are as pure.

There can be few schemes that devote such a large *proportion of their* published material to the tricks of political persuasion and so little to the details of teaching.

Few would argue that there should not be an option of single or double "combined sciences". It is much less clear that the needs of individuals and society are served by denying combinations such as physics and chemistry *and compelling all 15 and 16-year-olds*, whatever their aptitudes, abilities and interests, to study a blander, generalist version of the sciences.

Mr Baker is imposing a second-rate curriculum for "second-rate" citizens, with the sometimes naïve help of "better scientists".

JOHN COOPER
137 Northway
Sedgley
Dudley

Fatal formula

Sir – For the past five years I have taught a CEE applied physics course at a sixth-form college. Although the course has its faults, it has achieved many useful objectives, including introducing physics to students who had always assumed it was "boring" or "full of maths".

The topics included physics in medicine, the home, communications and industry. It was not full of formulae and graphs, but meaningful ideas that students liked to discuss.

I am certain that the course gave physics a good name and many students, labelled as "duffers" in school, suddenly realized that they could not only do it, but be good at it.

What have we now? The new GCSE syllabus, full of the same old topics, the same old formulae – a revamped O level or 16-plus syllabus. It is going *back in time about 10 years. The topics* have little relevance, they contain the same maths (which the students find impossible) and worst of all, the syllabus will make the students feel bored and jaded *after five years of the same* diet.

Where I once saw vaguely interested faces, now I see yawns, no matter how many hoops I jump through. Inside, I'm yawning, too. No wonder physics teachers are dropping out in such numbers.

DAVID MacGOWAN
New College
King Street
Wellington
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Shropshire



Pure physics: arguing the value of single or combined science options

Dennis Dorman/Network

No culture bar

Sir – Nick Baker's article, "In the black" (*TES*, September 25) was read with utter disbelief by myself and other members of the Afro-Caribbean Education Resource Centre.

The author suggests that ACER is concerned with developing material for supplementary schools. At no time in the past or present has this been the case. Curricular materials designed and developed by ACER are intended for use in all schools, whatever the ethnic composition.

We have strenuously encouraged the use of our materials in all-white schools to re-affirm the multicultural nature of British society. It may have been convenient for Mr Baker to use ACER as an example to support his argument, but in doing so he has misrepresented our objectives.

LEN GARRISON
Director
Afro-Caribbean Education
Resource Centre
Wyvil School
Wyvil Road
London SW8

Free for all

Sir – No doubt other correspondents will protest about the wildly eccentric view Mr Letwin has of the 1944 Education Act and indeed of the whole historical development of education in this country. However, what was truly amazing about his fantasy column (*TES*, October 16) was that he seemed totally unaware that the basic principle of all the successful education systems of the major industrial nations is the provision by the state of free education to all its citizens.

This fundamental fact has been acknowledged by many of our continental neighbours for more than 100 years. Yet Mr Letwin confuses the picture by introducing the concept of private education which is peculiar to this country and even at its most flourishing has *never* catered for more than a minority of the population.

The state, whether centrally or through l.e.a.s, cannot abrogate this responsibility and duty to provide education for its future citizens.

DAVID A TURNER
Co-ordinator In-Service Education
Sheffield City Polytechnic

Spitting image

Sir – I am the acting head mentioned in the first paragraph of Geraint Smith's article, "Every colour in the paintbox" (*TES*, October 9).

Mr Smith was given over two hours of our time during which we provided him with some literature and a video, and he interviewed members of staff. Dewsbury was mentioned at the very end of his time with us and appeared to me to be an afterthought.

It is not true that I spit venom when referring to racism, to prostitution or to anything else. I am against all forms of racism but my opposition is based less on passion than on clear, reasoned philosophical ideals. I am a peaceful, co-operative person, and I feel personally aggrieved and misrepresented by the phrases "spits out" and "venom" which in my view mar what is otherwise a responsible piece.

ANGELA PAINTER
Soho Parish School
23 Great Windmill Street
London W1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

First edition

Sir – You state (*TES*, October 2) that the two-year diploma course to be offered by the College of Librarianship and University in Aberystwyth is the only part-time course in school librarianship. In fact, since 1984 Loughborough University has been providing a course leading to an MA in school librarianship. This can be studied either over 12 months full-time, or 33 months part-time.

HELEN PAIN
Course Tutor
MA in School Librarianship
Loughborough University

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TALKBACK

NATIONAL CURRICULUM

A foreign language for all?

Michael Smith

The national curriculum prescribes a modern foreign language for all state secondary school pupils as one of the foundation subjects with an allocation of some 10 per cent of the timetable.

One cannot fail to notice that the frequent calls for French for all, now to be elevated to a legal requirement, come largely from educational pundits who do not work in the modern language classroom. Many French teachers will recoil in horror from this threatened legislation and may well vote with their feet as they contemplate their present least able third-year groups and imagine them continuing into the fifth year.

These classes contain a large percentage of pupils who have acute problems with their native English, let alone French. Outside their often woefully limited personal experience, their comprehension of the spoken word, even in their own tongue, appears to be minimal because of their limited vocabulary. Comprehension of what they attempt to read is often abysmal. Their ability to express themselves coherently other than to their peers is low, and their writing ability is seriously limited.

The provision of remedial help is a recognition of these problems. Some of the children have only narrowly avoided allocation to special schools, where presumably even Kenneth Baker would not wish to introduce a foreign language to compound the difficulties. There seems to be no logical reason why the cut-off point between linguists and non-linguists should fall between the comprehensive school and the special school, rather than at some point within the comprehensive school itself.

These unfortunate "remedial" youngsters are, of course, among the oft-quoted two-thirds of all secondary pupils who stop trying to learn a foreign language as soon as they can, usually at 14. Now the "French for all" brigade, including the Education Secretary, advocates that even these failing pupils should be made to study for a further two years what they so manifestly detest and for which they are so patently unsuited. Even they and their parents know when enough is enough, even if we do not.

The "French for all" controversy unfortunately owes much to the fact that modern languages has long been battling against the stigma of being a so-called élitist subject. What a damning comment on contemporary society it is that a stigma is attached to the recognition of the fact that a foreign language can be mastered only by someone with a certain level of intelligence.

Why should it be considered élitist, and therefore untenable, to limit the teaching of academic subjects, such as modern languages, to the academically able and not élitist to limit the teaching of, say, plumbing to those gifted with suitable practical skills? Elitism urgently needs to be rid of its acquired overtones of snobbery. There will then be no need to make everyone learn French in a pretence that we are all equal.

Kenneth Baker would no doubt claim that his pipe dream can be successfully realized now that GCSE is with us. It is now possible (as it never was with either O level or CSE) to gain a modest certificate without having actually to write the foreign language, so that those who cannot meaningfully apply pen to paper are in with a chance. But so many of our least able pupils lack the skills to understand or speak the foreign language and these remain compulsory at even the lower grades of GCSE.

We certainly need to ensure that every 11-year-old entering comprehensive education should have the opportunity to learn a foreign language. Language teachers must accept that a two-thirds drop-out at 14 is far too high and that we need to market our subject in the schools far more effectively.

At the same time, however, we need to be realistic. Many teachers will bear witness that large numbers of our least able pupils will reach their ceiling in French probably at some time during their second year. The novelty which sustained even them for a while will have worn off. The vocabulary, phrases and structures learned in the first year will slowly be forgotten and to build on such a crumbling foundation will prove an impossibility.

To force such children to continue with the charade constitutes an unwarranted cruelty, not only to them but also to their long-suffering teachers. It will also constitute a complete waste of time and resources, both of which could be put to better use elsewhere in a national curriculum, and could cause a build-up of resentment which society would come to regret. As far as modern foreign languages are concerned, Kenneth Baker should think again.

Michael Smith is head of modern languages at Noadswood Comprehensive School, Dibden Purlieu, Hampshire, but here expresses his own views.



READING DIFFICULTIES

Special needs student

Arlene Slater

I am a student with special needs, and I don't think I like it. I have been given the chance to learn some new things, but I can see problems ahead. There are lots of things I want to find out about because I've just realized how much I don't know. One thing I don't know is the best way of finding out about things. The books are very difficult, because they are about things I don't know much about.

I find reading very hard. I can't always concentrate at the times I plan to. I can't grasp the concepts I'm reading about. Big words are intimidating . . . or do they mean interesting things to people more clever than me?

I do feel ignorant sometimes: apparently "ethnography" has nothing to do with multicultural education, and "logical positivism" isn't about realizing that it makes sense to be optimistic about things. However, I do remain optimistic.

So what should I do about my learning difficulties? Should I choose easier books that I can read and understand? That would make me have a bit more confidence in my ability to read, but I still wouldn't know about the things I want to. I could take temporary comfort in the thought that these books are just full of rubbish, written for pseudo-intellectuals and that their main purpose is to make the writers and their friends feel important, and me and my friends feel stupid.

But I can't be confident about that because when I'm honest with myself, I still don't really understand what the books are about. I've not been initiated into that exclusive club of intellectuals, pseudo- or otherwise. I could abandon the whole silly idea of all this book-business and study. What good is it going to do? Will it make me more successful? Will I be happier? Will I make any difference to anyone? I don't know.

However, there is something driving me on to do it, and it won't go away. So giving up is not an option at the moment. Therefore, I am still faced with my problem of all those difficult books sitting on the shelves sneering at my ignorance. I know that clever people read those difficult books, and even seem to understand them, while I am left painfully aware of my inadequacies.

I definitely need more experience of all this academic language. Perhaps talking with teachers, tutors, other students and helpful, knowledgeable people would be the kind of support I need. My chats would need to be with people to whom I can admit my reading difficulties. I would need to feel secure that they won't resent my problems, or laugh at me, or despise me in my ignorance. I'd like them to genuinely appreciate that I am good at lots of other things, and I'd want them to have faith that I will be able to read difficult books, eventually. I think that would help.

Perhaps it is ironic that I am a member of the county's special needs team, and I've been seconded for the year to research into the reading difficulties and needs of students with severe learning difficulties. At this stage, I feel I understand some of the problems only too well.

Arlene Slater works for Leicestershire.

COMMUNITY EDUCATION

First hand experience

Peter Hack

Every week young volunteers from the Saint John Wall School in Birmingham go out to help their neighbours. They work with the elderly, the handicapped, the young, and organizations in the area. In recognition of this the school has just won one of the six national awards for community service in the 1987 "Project Respond" scheme run by the National Westminster Bank.

These 14 and 15-year-olds offer young children guidance in sport and craft, in reading and writing, and in many aspects of early learning. They help the elderly with household chores and provide welcome companionship. In organizations as diverse as the local library, careers office, police station, advice centre and multicultural resource centre they assist and observe, learning what goes on.

The scheme is one of several ways in which the school puts into practice its belief that the community is a vital resource in education. The community provides experts in many fields that can too often be ignored by schools.

Pupils returning to school talk more knowledgeably about the community. They learn from the wealth of experience of the elderly and communicate skills and knowledge with enthusiasm to the young people they meet.

"During their placement pupils are treated, and in turn react, as young responsible adults. They are no longer subject to teacher expectations or peer pressure.

Often for the first time these pupils have to take responsibility for their own actions and have the satisfaction of achievement outside the protective atmosphere of the school. The caring structure of the school is still present, but in the background to be called upon if needed.

In their activities, pupils help others. In return they gain much to aid their personal and social development. They learn to participate more fully in their own society and make a valuable contribution to it. They begin to examine prejudices and to become aware of the needs and feelings of others.

They learn to work flexibly as part of a team, co-operating in the solution of problems. They can practise their negotiating skills, use their initiative and develop self-discipline, self-control and self-reliance.

The young people are often faced by some of the problems that exist in inner city areas. They see the amenities that are – or are not – available and observe the lack of resources of many organizations essential to the community.

They recognize the problems that cannot be dealt with by the family or local council, but are not given a high priority by governments. In some young people this causes apathy and cynicism. In others it inspires a determination to get to grips with the underlying causes of these problems and to try to improve the future for themselves and others.

Older pupils spend up to three weeks on a work experience or work shadowing course where they learn the importance of the manufacturing and service sectors. They also meet the demands and disciplines of the economic world. Pupils become active participants in their own learning and respond well in their dealings with adults other than teachers.

In work places pupils discover their strengths and weaknesses and develop a wide range of personal skills. They learn to respond to change and can become problem-solvers rather than simply remembering answers by rote.

These educational and social experiences are valuable and relevant to pupils' lives but difficult to provide in the classroom.

I hope that the national curriculum will not mean such courses will be thrown out with the "clutter", alleged to take up valuable timetable space. How better to equip young people for the responsibilities of citizenship, adult life and the world of work than to get them out into the community and involved in it first hand?

Peter Hack is head of personal and social education at St John Wall School, Handsworth, Birmingham.

TERTIARY COLLEGES

Horses for courses

Harry Evans

Tertiary colleges, by definition, are intended to be the sole providers of all the 16-plus education in a given area. However, most were set up as a result of falling rolls in secondary schools, and efforts to ensure a good range of A level subjects have dominated the organizational thinking in many, resulting in an imbalance in the attention given to different student groups.

Most tertiary colleges are based upon the accommodation and structures of former colleges of further education. However, the traditional FE element is being submerged and a number of the new institutions are evolving into quasi-sixth form colleges with the emphasis being placed upon the academic courses at the expense of the vocational and non-vocational work.

Even where the desire exists to provide equally for all the 16-plus educational needs this can only be successful where the client group has fairly uniform attainment levels, expectations, and educational needs. Where the student population reflects a wide range of abilities and requirements and where the demands are evenly spread over GCE, C and G, BTEC and RSA courses as well as YTS programmes, a single institution is less than satisfactory.

No single institution can meet the needs of all the 16-plus students in a given area nor can all students be viewed equally. It is impossible to create the necessary multi-ethos institution where all students are catered for equally and where there are no "more-favoured" groups.

It is said that tertiary colleges provide the widest possible choice of courses as they eliminate considerations relating to institution and location from that of course. Nevertheless, that choice relates only to the visible curriculum and there is little or no choice when one considers the hidden curriculum.

Different people perform better in different institutions. Although tertiary colleges may be an economic necessity, they are being geared to the needs of a particular group of students to the detriment of the rest.

The majority of the current tertiary colleges are not the best educational solution to the problems facing part-time students, vocational students, YTS trainees and low achievers. Nor do they meet the needs of the many adults returning to education who need a very different ethos.

Perhaps more consideration should be given to a sixth form centre associated with a college of further education to deliver a tertiary provision with shared facilities and the budget being allocated according to FTE student numbers with weighting factors related to the nature of the work. Such a solution could reflect the best of both worlds.

Harry Evans is principal of City College, Liverpool

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FEATURES



Absent with or without leave?

Rosalind Stott looks at the way schools tolerate – and even encourage – truancy

What would happen to inner-city schools of funds and staffing were to be given to individual schools on the basis of pupil attendance?

It is difficult to obtain accurate statistics about absenteeism because monitoring of non-attendance is inexact and local authorities seem reluctant to impart information to the public. The official statistics show only the tip of the iceberg anyway. They are usually based on attendance at registration and do not include those who bunk off later in the day, a substantial problem in some schools. It is also not unknown for heads and deputies to exert pressure on their colleagues when the day for taking a census of absentees approaches so that the picture looks healthier than it actually is.

But, even without precise figures, it is clear that non-attendance is one of the greatest obstacles to achievement in inner city schools. It may not be too serious in the first three years of secondary school. But by the fourth year, once the excitement of new options wears off and students realise the curriculum diet is more of the same, the clientele become choosy about which lessons and on what days they attend. By the fifth year truancy is rife.

Take the example of Elaine: academically gifted, she left the fifth year of a London school obtaining just one O level pass. This was no little success since, after excellent results in the December mocks, she did not attend school at all. She merely went in at the end of the year to take selected exams. It came as a great shock to her mother in August when the results arrived and her daughter told her that she had found school too boring to bother to go.

How could such a level of truancy have occurred undetected and unchecked? Do not schools have a duty to let parents know when their children fail to attend? Do not parents have a duty to ensure that they do?

Cases like Elaine's happen all too often. No school that I have ever worked in has arrived at a foolproof method for detecting and following up non-attendance in the fourth and fifth years.

This is partly because of the way in which such systems are designed and partly because of teacher and parent collusion. Detection should start with the form teacher, the front-line person in monitoring a student's progress and welfare.

But few teachers have been trained for this role and, while some enjoy minding a tutor group, others find it a downright chore which interferes with their subject teaching. They may not regard it as their main responsibility. And it involves a complex set of administrative tasks, none especially interesting in themselves, for which proper time and reward is rarely given.

In many schools, the form teacher is supposed to fill in a form to be sent to parents if a child has been absent for three consecutive days without an adequate explanation. Three days is actually three-fifths of a teaching week. Students who are determined truants learn to recognize the little brown envelopes in the same way as adults recognize bills, and intercept the post.

There is usually some method of reporting an unexplained absence from such lessons to the form teacher. It often involves writing out the names of absentees on a slip of paper which then goes to the school office or a staff pigeon-hole or directly into the register. But small slips of paper have a habit of getting lost in the abundance of documentation in schools; the system may also require the subject teacher to make an extra journey to the staff room at the end of the busy day, and form teachers to check their pigeon-holes or visit the office. It depends entirely on conscientiousness of staff in reporting absence from lessons, and checking that the information has been received and acted upon. It is clear that even with goodwill, excellent staff relationships, and an efficient school-office that such a system is unwieldy and cumbersome.

I fear too that the degree of teacher collusion in truancy is higher than one might think. Not only is it boring to write out the name of a persistent absentee twice a week, but it is also easier not to have a student who does not want to be in your lesson with you. It is difficult to gear your lesson-planning to someone who has missed much of the groundwork and demoralising to have a student who has boycotted your lesson for weeks arriving suddenly only to tell you that your lessons are boring and that's why they haven't been.

Inner-city truancy is a high-risk occupation. It can lead to juvenile crime, sexual abuse, unwanted pregnancy, drug taking and total demoralisation. It is also easy to truant in cities with their alternative distractions, their labyrinthine public architecture and their large communities of young unemployed.

And, yet, a great deal could cheaply and easily be done to improve the situation. First of all, there should be a massive public education campaign run by the Government to ensure that parents understand the importance of attendance at school, and the way that casual absences can escalate. And magistrates should be advised to treat cases of non-attendance brought before them much more severely.

At the same time, the schools should be reformed from within. As a form teacher, I made regular social calls on every child's parents at home before any kind of crisis had arisen. This made it a great deal easier to talk to parents when something was going wrong. My relationship with parents had already been established with them on their own home ground.

Home-visiting is not normally reckoned to be part of a teacher's job and such a suggestion is always met with complaints about lack of training and lack of time. Yet teachers who have tried it will tell you that the time spent is cost-effective. I have yet to meet a parent who was not pleased to offer me a cup of tea and welcome me into their home. With a remedial form, a group at real risk of becoming school-refusers, I achieved 100 per cent attendance in the first year and nearly that in the second. Home visiting by teachers would make the services of the EWS largely redundant.

Combined with this, school attendance should be computerized. Even if you cannot have a terminal in every classroom or with an electronic card for each student to punch into lessons, there could at least be a central database which could be used to monitor attendance at lessons, and to analyse class registers so that the overworked form teachers could easily check who was – and was not – at school.

Finally, I would make it a statutory part of teachers' contracts that they should keep proper class registers. It should be the statutory duty of a head of department to inspect these regularly, and the school management should take into account attendance rates in their allocation of internal school resources.

There will be those who argue that I am approaching the problem of non-attendance from the wrong angle: that until schools reform their curriculum, there is no hope of motivating the disaffected. I can see no greater incentive to reform than the presence in school of precisely those students whom the current curriculum is driving away.

Inner-city schools should be at the heart of urban regeneration. Many already are. So perhaps extra resources should go to those schools who show themselves capable of attracting and keeping students.

But no purpose will be served at all by providing all inner-city schools with less than the bare necessities of a decent school environment: sufficiently trained and well-paid teaching staff, adequate books and equipment for every child and a safe, interesting building. Anything less will only perpetuate low attendance.

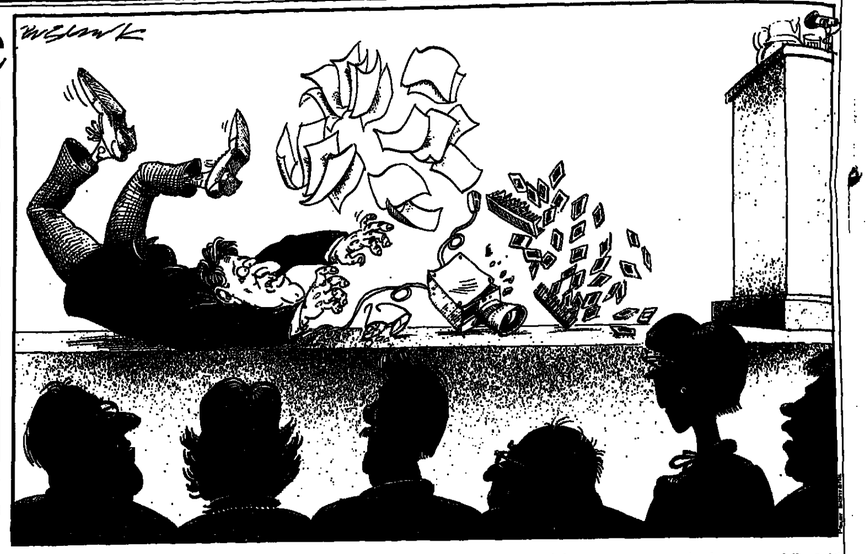
Rosalind Stott was a deputy head in inner London.

Mrs Julie Lyons

Our article (September 25) "In the Black", about private tuition and remedial teaching, was inadvertently and inappropriately illustrated by a picture which, though it did not name them, was in fact of Mrs Julie Lyons and her son Toby. This photograph had been taken to illustrate an entirely unconnected article which was never published. Any implication through our mistaken use of it that Mrs Lyons gives general private tutoring, or that her son is dyslexic or in need of remedial teaching, was as unfounded as it was unintended, and we apologise to both for any consequent embarrassment they may have suffered. We accept that Mrs Lyons is, in fact, herself providing for Toby's education at home with the support of Education Otherwise, pending the resolution of her dispute with the Barnsley l.e.a. over her views against compulsory school uniforms.

'Next slide please'

Tony North on the perils of the lecture



The front row of the audience eagerly leans forward as the figure in a frock-coat points imperiously to an illustration in the large folio held up by two uniformed attendants. When I saw this picture of a gas-lit lecture hall in a 19th-century magazine recently, it struck me that I had never given a lecture with a real book. It has always been with slides.

The professional lecture is a feature of British life, especially in the winter when local societies and collectors' clubs meet regularly in the evenings to listen to somebody like me. In spite of the air of quiet confidence that most lecturers possess, inside they are probably quaking, for the slide lecture is a proceeding not without hazard.

The two-screen lectures are the most dangerous, where one image is compared with another. Earlier in my lecturing days I spent weeks preparing a complicated talk on the arms and armour of Islam. Each of the 120 slides (60 per screen) were carefully keyed in to the prepared text, a mountain of cards and notes covered the rostrum.

I should at this point say that the venue for this peroration was a proper Victorian lecture theatre with banks of seats, a huge screen, but equipped with a modern projector.

At the appropriate moment, the projectionist collected the slides and climbed up to his eyrie above the audience. The lights faded, there was a crash, an oath and a horrible slithering sound, which I still hear in nightmares, as all the slides fell on the floor.

I operated the button. On the left appeared two 14th-century Turks standing on their heads, on the right an upside-down, back-to-front map showing the expansion of the Ottoman Empire before 1520. It says much for the indomitable British spirit that two members of the audience stayed until the end.

I have often envied the man in the frock-coat with his real book, as an entire battery of slides shoots through the projector at a speed that Hiram Maxim would have envied, or as one jams then proceeds to catch fire and burn merrily in its frame.

Then there are the lecturers who change their minds half-way through: "Can you go back 14 slides on the left and forward two on the right, please". The result is inevitably chaos.

A colleague once told me of arriving at a parish hall in the West Country to deliver a lecture and observing the caretaker giving a final polish to the largest projector he had ever seen in his life. It was the sort one sees advertised in old Army and Navy catalogues (Colonel Forbes-Warburton's sporting and military projector, with Rumkorpf baffles). Built in about 1850 in the Gothic style, of mahogany and brass, it was designed for glass slides measuring a foot across and delivered a beam like a death ray.

The initial stages of the evening were spent by the audience cutting up enormous sheets of paper to fit around his slides, and the focal length was so great that the projector had to be used from well outside the hall.

Things can go wrong long before the actual event. A few years ago I gave a lecture the title of which was widely publicized as "Arms and Amour". The chagrin of the audience can be imagined as I trudged through the development of the late medieval helmet.

I have noticed over the years that problems increase with the distance from home base. One winter's night I arrived at a small hall, and it soon became apparent that there was nobody there to meet me. I knew the venue, fortunately, a local school. Everything was firmly locked, but after a few minutes a Dormobile arrived filled with cheerful folk, many of whom were singing.

I was greeted with unusual gusto and conveyed to the main hall. Next thing I knew, I was sented at the piano, a score was placed in front of me, and a dozen voices roared out the "Nightmare Song from *Iolanthe*. Unknown to me in the adjacent school annexe the secretary of the local archaeological society was arguing with a baffled pianist.

One of my favourite lecturing horror stories concerns to a colleague. Terribly nervous and anxious at his first lecture, he had prepared everything meticulously. Slides all in order, clearly typed text, arrival in good time, what could go wrong? A kindly chairman introduced him, then apologizing that urgent business called him away, he collected his papers, walked out of the hall and drove off. The speaker rose and realized to his horror that the entire text was speeding its way to Guildford in the chairman's attaché case.

I have heard convincing arguments both for reading from a prepared text and for the impromptu address. The latter has always seemed preferable, because it allows one to react to crisis. There is no doubt that some of lecturing skills can be acquired simply by experience, but the ability to speak well in public demands a certain amount of natural talent. One of the best lectures I have ever heard was at an academic conference. This particular speaker talked brilliantly about the Crimean Tartars for about 40 minutes, without notes or slides.

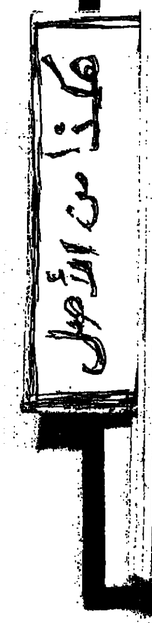
Nearly all lecturers allow time for questions and discussion. Academics are expecially good at asking questions in such a tone of withering scorn that the audience is left in no doubt that they have just heard 45 minutes of complete nonsense. My heart always quails when a questioner rises with a note-book in his hand. I have always thought that a button marked "Vapourize" should be incorporated into the desk console to deal with such tormentors.

What constitutes the ideal lecture? A clear, eloquent delivery is vital. One Greek orator advised speakers to train their voices by speaking with pebbles in their mouths. Some lecturers I have heard appear to have swallowed the whole of Chesil Beach.

The speaker should know the subject well and be able to impart enthusiasm, even if the material is familiar. It should be larded with wit, but not too much. The professional joker and the funereal deliverer are equally objectionable.

Finally the talk should not be too long. Fifty minutes is all I can take. Those lecturers who drone on for an hour and a half or more should be introduced to that excelent music hall practise: if a "turn" was bad, someone in the "wings" would drag off the offenders with a hooked stick. Society secretaries could adopt this with advantage and save their members from much boredom.

Tony North is senior research assistant in the department of metalwork at the Victoria and Albert Museum.



Owt for nowt

Sarah Farley finds out why two venerable educational trusts have merged

You don't get owt for nowt and advertisements offering something for free invariably raise suspicions. So what is the catch behind the free expert advice about where to send your child for his or her public school education volunteered by that venerable educational trust, Gabbitas-Thring?

The answer is that the school eventually receiving the pupil pays 10 per cent of the child's first year fee to Gabbitas-Thring. Upon this arrangement is founded a much-respected organization that dates back over 100 years. The latest twist in its history is that it is soon to merge with its rival Truman & Knightley, to form a single advisory service for parents and schools, Gabbitas, Truman & Thring.

"It all began in 1873, when Mr Gabbitas, a rather aggressive 24-year-old entrepreneur, realized he was good at recruiting teachers for schools," explained John Murrell, managing governor for Gabbitas-Thring. "He set up an agency and was soon joined by Mr Thring." In the competitive world of education in Victorian times, Gabbitas-Thring specialized in recruiting schoolmasters for preparatory and public schools until, at the turn of the century, Mr Thring – a nephew of Edward Thring, the celebrated headmaster – had the brilliant idea of starting an advisory service for parents. Gabbitas-Thring was dealing mainly with boys' education. One of the agency's executives, Mr Truman, recognized the potential for girls' education and broke away to form his own business, later to become Truman & Knightley. So began the rivalry, bordering on hostility, which lasted until the early 1960s when both partnerships were reformed into charitable trusts. As John Murrell remembers when he joined as the first salaried governor in 1964, even after the founders had gone, "The two organizations were barely on speaking terms."

At Gabbitas-Thring's offices in Sackville Street, off Piccadilly, the parents' advisory service had grown larger than the original recruitment agency. The Gabbitas-Thring Educational Trust was established to develop the service, while the recruitment section was formed into Gabbitas-Thring Services Ltd, profits from which are directed to the trust to supplement the financing of bursaries.

"At Gabbitas-Thring, we deal with some 40,000 requests for advice a year," said John Murrell. "We are concerned with education right through from nursery age (although that is mainly in London and the Home Counties), to preparatory and secondary schools, and then to tutorial colleges. The majority of the requests are to do with older pupils. A register is kept of nearly all the independent schools, but we are more actively involved with some than others. On average, we send bills to roughly 12,000 establishments a year."

When parents opt for independent education, they can discuss their hopes, ideas, restrictions (geographical and financial) with one of Gabbitas-Thring's five pupils' advisers. "For those parents who have been to public school themselves, the choice is usually straightforward, but for those who are coming new to the world of independent education, it can be difficult to know how to go about selecting the right school," said John Murrell.

"We discuss up to 10 schools with them, arrange for the schools to send a prospectus, and advise the parents to come down to a shortlist of three or four, which they can visit. We encourage the parents and school to keep in touch with us and talk about any problems they encounter. When the child eventually goes to a school, we ask the parents to let us know how it goes."

Gabbitas-Thring is a valuable source of pupils for new schools. It claims it has helped establish now well-known schools, including Millfield and the American and International Schools in London. Staff from Gabbitas-Thring visit 200-300 schools a year and, with parents' comments, the trust builds up a picture of individual schools, noting the strengths and weaknesses of each.

One of the greatest changes at Gabbitas-Thring in the last decade has been the effect of the Government's decision to charge overseas students the full fees at universities. "We felt the impact as soon as it came into effect in 1980," John Murrell recalled. "The parents overseas were offended by what they saw as an unnecessary slight. They regarded British public schools as a passport to a British university education. When they were told to pay for the latter, they refused to pay for the former."

John Murrell sees the reduction in foreign pupils as part of the changing pattern of independent education in this country. "The boarding school, upon which private education has been founded, is declining in popularity in favour of independent day schools," he said. "Gabbitas-Thring is changing too. As in all mergers, we hope that the new Gabbitas, Truman & Thring will keep the good parts of both organizations while losing the less effective."



40,000 parents a year seek advice on independent schooling

Gabbitas-Thring (to be known as Gabbitas, Truman & Thring from the beginning of November 1987), is at 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2DR. Tel: 01-734 0161

Doing well but could do better

Most schools could teach industry a thing or two about management according to Derek Torrington, Jane Weightman and Kirsty Johns



The hub of the school: spending money on the staff room enhances efficiency

Most schools are robust organizations with many good management practices from which anyone in industry and commerce could learn; yet those same schools are likely to miss aspects of elementary motivation of staff and good housekeeping that elsewhere are taken for granted.

Many industrial companies devote considerable energy and funds in the development of organizational culture to overcome deep-rooted problems such as the them-and-us alienation and a lack of commitment to organizational goals. Most schools accomplish with ease what these companies seek, because schoolteachers know that their efforts can only succeed within an *organization that is a community with ethos, spirit* and individual commitment.

Much of the emotional and intellectual development of their pupils can only come from the wholeness of the school. Any managing director could learn more about effective organizational culture from an hour's chat with members of a school staff than through spending a small fortune with a firm of consultants.

Another valuable lesson for the managing director would be to attend a morning briefing meeting. Although not universal and not always done well, morning meetings are often an admirable example of how to conduct team griefing, another innovation on which industrialists expend great energy and funds.

On returning to the office, the managing director would, however, probably reflect on at least two puzzling aspects of the experience: why do schools pay so little attention to the various needs of adults in their community and why is the staff room so squalid?

From studying schools we have formed the following general conclusions:

Schools often jeopardize their effectiveness by paying insufficient attention the adults.

To be effective a school obviously depends principally on the staff, yet little time is spent on managing them. Despite much discussion about consultation and participation at a collective, micropolitical level, staff hardly seem to exist as individuals. Little attention is given to how they each understand their jobs, how they fit into the overall organizational framework of the school and what they are trying to achieve.

The time spent on the problems and needs of individual children almost exacerbates the sense of isolation and neglect felt by staff members, who compound the problem by ascribing uncritically to the puritantical value of ". . . the children must come first".

Management is often inadequately understood.

We are not referring to reading balance sheets or writing job descriptions. Although important, these are less significant than appreciating what management is for. Management is to get things done, make things happen, work out how things can be improved; see how different pieces of action fit together and then make them fit.

Many deputies have a particular problem of how they are perceived by their colleagues. The typical staff view of the head is of someone overburdened with an immense range of responsibilities. The associated view of deputies is of people holding comfortable jobs with light teaching loads and considerable privilege, who spend most of their time making life difficult for the people who are actually doing the work.

Deputies justifiably feel that others do not understand what is involved in the management of a school. We suggest that some of them lack credibility because *they themselves* do not understand what is involved in management.

In many schools meetings are being developed effectively as a focus for collective activity, but management is more than holding meetings and deciding the right structure for them. Reaching the right decision is the beginning rather than the end of the management process.

There is insufficient ownership of ideas.

Schools are having to cope with so many changes coming from outside that staff can spend more time reacting, or failing to react, than they spend in creating initiatives. This can be aggravated when internal initiatives are generated without them being "owned" by anyone other than their instigators.

Participation in meetings produces some broadly-based ownership, but effective management is at least partly the process of selling ideas to individuals and groups so that the sense of ownership spreads. This is not simply keeping people in the picture or being nice; it is the essential way to get things done. Members of staff who are committed to an initiative will not only refrain from criticizing it, they will make it work. An innovation that is not owned by those putting it into operation will falter.

Extending ownership of ideas increases the rate of constructive innovation in another way, by increasing the confidence and will of staff members to improve the quality of proposals put to them by others and introduce their own initiatives.

Members of staff do not value each other sufficiently.

Teaching staff feel unappreciated and misunderstood, not only by the world outside the school but also by the senior management within. As appreciation by the outside world diminishes, the teacher's self-image wavers, requiring ever more support from those within the school. We frequently heard staff say they wished those senior to them in the hierarchy would take an interest in them, not in a demanding, time-consuming way, but by the basic social exchanges of smiling, acknowledging the other's existence, remembering to use the name and those precious phrases "how are you?", "thank you", "well done", "that's great" and "good luck".

Some senior staff fear that they will be regarded as condescending if they behave like this, but our evidence suggests that most teachers would welcome more of these small gestures.

The need for appreciation is multi-lateral. Many teachers are remarkably diffident about showing appreciation of each others' work, yet a moment's reflection would convince them that sincere valuing is needed by people from all sources. The newly-recruited, inexperienced teacher has just as much to contribute in the valuing of colleagues as the grey-haired head of department.

Staff would welcome appraisal – of the right sort.

Collective views of appraisal are usually hostile and full of reservations about how it will be done, by whom and for what purpose. Individual members of staff in schools, like people at work everywhere else, hunger for the sort of appraisal that will provide them with constructive feedback on their performance.

They provide it every day to their pupils, regarding it as crucial to their professional role, yet they seldom receive it themselves. "How am I getting on?" and "How can I do better?" are the questions people would like answered, even though apprehensive about what the answers will be. Individual teachers can probably answer the questions for themselves, providing that they can be worked out through discussion and feedback.

The current danger for the teaching profession is that appraisal will be introduced in a way that re-creates all the problems commercial organizations have been struggling with for 20 years. Concerns about consistency and systematic coverage could lead to schemes which are based on form-filling and bureaucracy. This may be necessary for local authority administration and may create specious fairness; it might even make promotion decisions more coherent, but it is not what teachers want.

What they are crying out for is feedback and analytical discussion with those having expert knowledge and understanding of the job that is being done. Appraisal of this type is a way of meeting a number of the points that have been mentioned already: paying more attention to the adults, getting to the essence of practical management, extending ownership of ideas and valuing individuals.

Autonomy is being lost in concern about control.

The common method of bringing about change is to specify precisely what staff should do, with strong centralization of authority and extensive standardization. Managing is understood as controlling. However, too much control depresses innovation and lowers the commitment of the controlled.

The effectiveness of individual staff members and of the school as a whole is enhanced where there is both control and autonomy; what has been described as "simultaneous loose-tight properties." Imaginatively used, the new teachers' contract provides a useful vehicle for getting tight control of matters that need tight control and creating greater autonomy where that is what will produce the results. The clever bit is working out where you need which and then getting the balance right.

Schools lose efficiency by neglecting staff facilities.

One aspect of teaching staff puritanism is where they tolerate poor facilities for themselves. Staff rooms are typically too small, poorly furnished, untidy, badly laid out and with coffee-making that would disgrace a doss house, but teachers accept these facilities with resignation, feeling that it would be self-indulgent to use resources on home comforts.

In fact the staff room is the hub of the school community, where information is traded, working relationships forged and innovation generated, as well as drooping spirits being revived, books marked, letters written and the host of everyday tasks of teaching back-up completed.

Staff may not grumble about squalid staff rooms, but they will not use them more than they must. The number of kettles in prep rooms, offices and stock cupboards increases and the integration of the staff gradually breaks down to be replaced by a loose federation of individuals and small groups.

Time, thought and a little money spent on staff facilities enhances efficiency and raises staff morale, by dealing with questions like: is the room in the best position or should other rooms be used instead? Where is the telephone? Noticeboard? Time table? Cover list? Reprographics from conversation space? Where are the pigeon holes? Is the furniture appropriate? Who pigeon holes? Is the furniture appropriate? Who keeps the place tidy? How can coffee-making be improved? Dealing with these questions is not self-indulgence but a hard-headed management initiative.

Non-teaching staff are under-utilized and badly-treated.

We are among the first researchers to interview systematically the non-teaching staff in schools. They usually make up 30 to 40 per cent of the head count, yet they are often treated in a cavalier way by teaching staff. They are seldom invited to meetings and rarely asked to contribute to the running of a school in more than a mechanical, routine way. They often have to put into operation actions which stem from decisions in which they did not participate, even though they are often the people best qualified to make those decisions.

Our interviews show non-teaching staff to care as much about their schools as the teachers and to have areas of expertise that remain unused. Frequently highly-paid deputies and senior teachers spend a great deal of time on jobs that would be done more quickly and efficiently by members of the administrative staff because of their training and experience.

The view of resources is back to front.

School managers have come to use shortage of resources as a universal excuse for not being able to do things. However valid these arguments may be in political terms, the attitude produces the wrong management approach as it concentrates on what the school *lacks*, instead of concentrating on what it *has*. The head who reports in a staff meeting noble, but unsuccessful, attempts to wrest extra resources from the local authority actually generates a defeatist feeling among those within the school who have to do the work as they are being "told" that the resources are inadequate.

The external political realities of negotiation, conflict, wheeling and dealing are a separate matter from the internal management realities of getting the job done. Resources should be seen as what the school invests in and what is then made more valuable as a result of the investment, concentrating on development, making it more appropriate to changing needs.

This attitude leads to the sense of ownership that produces thoughtful use, making the most of what there is. People in schools could also treat other schools, and the community at large, as sources of ideas and innovations; not just as the source of problems and constraints.

Our conclusion begins by reiterating our opening. Our evidence makes us convinced that most schools are better run than most businesses and that teaching makes greater physical and emotional demands than most other professions. As teachers obstinately persist in working their minor miracles, despite the crass, ill-informed denigrations of journalists, politicians, business managers and university lecturers, there are still some important things they could do better.

Our imaginary managing director is back at the office now, still puzzling about the squalid staff room but marvelling about the sense of integrated community and the fact that the staff will work until they drop. Not many managing directors have achieved that.

This article is based on research being carried out at UMIST Department of Management Sciences on Management and Organization in Schools. Supported by a grant from the ESRC, a team of three management specialists and six teachers seconded from their local authorities spent a total of 733 days in 24 maintained secondary schools in eight local authorities. The researchers interviewed 1,065 teachers, carried out structured observations of the working day of 90 teachers and observed 431 meetings.

How is your staff room?

". . . too small, poorly furnished, untidy, badly laid out and with coffee making that would disgrace a doss house," was how this research found the typical staff room.

The TES would like to locate the best and worst examples of teacher comforts. Your nominations, please, be they squalid or superb, in strict confidence to The features editor, The TES, Priory House, St John's Lane, London EC1M 4BX.

HEATRE FILMS TELE… BOOKS BOOKS BOO… ISION ART MUSIC TH… **Review**

Signposts in a changing landscape

Gillian Peele on recent accounts of contemporary history

Ruling Performance: British Governments from Attlee to Thatcher.
By Peter Hennessy and Anthony Seldon.
Basil Blackwell £25. 0 631 15645 3.
Out of the Wilderness: Diaries 1963–67.
By Tony Benn.
Hutchinson £14.95. 0 09 170660 2.
Democracy in Crisis: The Town Halls Respond.
By David Blunkett and Keith Jackson.
Hogarth Press £6.95. 0 7012 0777 9.

British contemporary history is inevitably something of a minefield. Not merely is the documentary evidence from public and private papers patchy for the years since 1945, but the twin dangers of bias and lack of perspective are always present when writing about relatively recent events. Now, however, there is an additional hazard. Post-war history has been pressed into service by politicians to strengthen their arguments about the causes of Britain's decline.

Following the intellectual debate initiated by Sir Keith Joseph in the mid Seventies, it has become fashionable on the Right to debunk the achievements of previous Conservative governments, wedded as they were to the Butskellite consensus. And Labour's electoral failures have made it fashionable on the Left to attack earlier Labour governments for failing to tackle the real enemies of socialism which are usually identified as the media, the bureaucracy and international capitalism.

Thus Peter Hennessy and Anthony Seldon's reassessment of the various administrations since 1945 is timely. As always in a collection of this kind, the quality of the essays is somewhat uneven, especially since the editors have deliberately avoided placing rigid constraints on their authors. Some essays – such as Paul Addison's excellent discussion of the 1945 "settlement" – emphasize the historiographical debate. Others are more narrative in character.

Peter Hennessy's chapter on Attlee (a "real-life Captain Mainwaring") is strong on the machinery of government but also emphasizes the extent to which the legacy of 1945 is "more than a dry dispute among scholars in the 1980s". Anthony Seldon draws on his own study of Churchill's last administration to underline the difficulties facing that government and to highlight the paradox inherent in Thatcherite admiration for an administration which ducked so many problems and which was, in social policy, hopelessly wet.

The authors charged with interpreting very recent governments (Wilson-Callaghan and Thatcher) have perhaps the hardest tasks. Philip Whitehead's examination of the Labour administrations of 1974–79 is thoughtful and judicious. He emphasizes the general disdain for those administrations, even among politicians who were members of them, and underlines the way in which the diarists and commentators from within have sought to distance themselves from the politics of those years.

John Vincent's chapter on 1979–87 is in an altogether different vein. It is a provocative and personal essay in search of the Thatcherite *Zeitgeist*. Many readers may be lost along the way, however, as they struggle to fathom the meaning of his more delphic passages. What, for example, is meant by Vincent's comment that "Mrs Thatcher fits the rule that there are no bad Prime Ministers"? Or by his remark that through



Wilson and Benn planning the 1964 Campaign

the Manpower Services Commission ("the thinking man's answer to the educational system") Mrs Thatcher has "virtually nationalized Youth"?

Diaries, as the authors of *Ruling Performance* recognize, are an indispensable source of information about recent history. The first volume of Tony Benn's diaries is something of a disappointment, largely because they were written at a time when the author, apart from being very busy, had some scout-masterly reticence about dictating notes to secretaries about government secrets. What the diaries do capture is the early stage of Benn's progress from innocent technocrat to born-again socialist, as well as the chaotic rush of events in the life of a politician.

Some of the entries are extremely funny. Benn's early interest in "mood-changing measures" such as advocating the use of mini-cars for official business, abolishing dinner jackets at Buckingham palace and trying to get the Queen's head off postage stamps illuminates the quaint quality of his socialism. (The long saga of the Queen and the stamps is nicely told, with our hero expressing the public clamour for stamps to be seen as works of art rather than labels and, of course, for them to be designed without the symbol of royal oppression.)

Benn's obsession with gadgets (answer-phones and photocopiers) is charmingly child-like. His excitement about being put in charge of the GPO and feeling "like a revolutionary who has been told by the insurgent general that when we capture London I am to take over the Post Office" are slightly chilling. Throughout, Benn records the growing disillusionment with Harold Wilson's leadership as respect for his skill turns into doubt about his lack of principle. The end of the book does not quite find Benn in the lonely posture of alienation portrayed by Whitehead in *Ruling Performance*, but the direction is well sign-posted.

One of Tony Benn's purposes in writing his memoirs has been to attack the features of the British political system which make the simple change of government irrelevant to the character of society. One of the impediments to true democracy, he suggests, is centralization in the Labour party. Centralization of British institutions is the theme of David Blunkett and Keith Jackson's book, in which they argue for a strong local response to the radical Thatcherite attacks on the welfare state.

Certainly one of the by-products of Mrs Thatcher's administration has been a centralization in government, although as the authors admit the Labour party is itself at fault for neglecting the importance of local government in its strategy. Blunkett and Jackson's essay is an important clue to one possible direction which socialism might take if it is kept out of power and needs to find new arenas of activity. The problem is how far the rediscovery of Labour's municipal heritage is genuine and would outlive another Labour government at Westminster. For the vacuum which Blunkett and Jackson discuss is not so much one in Labour theory or tactics as in the whole society's constitutional practices.

If these three books have anything in common, it is that all three underline just how far the landscape of politics in Britain has been changed since 1979. Not all the authors like the change but they offer useful pointers to understanding it.

Gillian Peele is Fellow and Tutor, Lady Margaret Hall, Oxford.

Fog and moonshine



Kevin Crossley-Holland marks Hallowe'en by investigating the British ghost story tradition

One aspect of life in the British Isles regularly commented on by foreigners is the presence of the past. That acute observer Ralph Waldo Emerson spoke of "this all-preserving island", and in his *English Hours* Henry James noted that "you feel local custom and tradition – another tone of things – pressing on you from every side . . . Morally and physically it is a denser air than ours".

This air is conducive to ghosts and ghost-belief. A good 50 per cent of the population – adults and children, clergy and laity, lettered and unlettered, sophisticates and innocents – appear to believe in ghosts, while it is not at all uncommon to come across someone who has had first-hand experience of them. In every parish, it seems, and especially at every crossing-place and crossing-time (bridges and churchyards, dusk and midnight), the quick and the dead form part of one immense jostling community.

While researching and writing my *British Folk Tales* – retellings of almost 60 stories – I've spent some time looking more closely at the canon of British ghost stories, both folk narratives (fictions first told to edify or entertain) and the much more numerous folk legends (accounts of events believed to have happened); and I've tried to analyse the reasons why a person may return as a ghost, and what forms that ghost may take. So here at Hallowe'en, the last night of the year in the old Celtic calendar, when all graves are said to open, are some of my findings.

In piety and fear, humans believe in the importance of a decent burial. Many cultures think that an unburied corpse has been grievously wronged and is liable to "walk". But you or I may also return as a ghost if we've been wronged during our lifetimes. The Christian belief (one that as a practising Christian I find very hard to swallow) that "None can enter into the kingdom of God, except he be regenerate and born anew of Water and of the Holy Ghost", has given rise to ghost stories about young children who have been wronged by not being christened.

But the great majority of tales about slighted ghosts concern individuals who have been physically wronged during their lifetimes. At Hinckley in Leicestershire, for instance, people hear the cries of a young boy being flogged to death, and in the fens near Littleport, a lovely long-haired girl nursing a baby swims in the water into which she was hurled by her own father for conceiving an illegitimate child.

Some people "walk" because they have been wronged and others because they have done wrong: they are perpetrators who cannot escape themselves. Thus the ghost of the Giant of Henllys, a tyrant who lived on the banks of the Wye in the 18th century, appears to three clergymen. He takes the form of a roaring lion and a raging bull and a wave of the sea before resuming mortal form and crying out in a human (and doubtless Welsh) voice: "I was bad as a man, and I am worse now as a devil".

A much less well-known idea is that a person cannot rest in the grave if he or she is missing a limb. Only a few weeks ago I heard of a tale associated with St Nicholas School in Great Yarmouth, where an Egyptian mummy in the school's possession, transferred from one coffin to another, created a terrific rumpus because part of her had been left behind.

A few ghosts take the form of animated corpses, and a very few the form of vampires. The most terrifying English vampire tale is surely Augustus Hare's version of "Croglin Grange". Hare was a literary dandy and his retelling is absurdly genteel. The first words of a girl just bitten in the throat by a vampire are unlikely to be "What has happened is most extraordinary and I am very much hurt", but this is a sensible and characterful Joan Hunter-Dunn-type of girl, and the story's setting, on a placid summer evening, serves as a marvellous foil for the vampire.

In addition to shape-changing and size-changing ghosts, such as the Great Giant of Henllys, there is one further form a ghost may take. That eclectic 19th-century man of letters, the Reverend Sabine Baring-Gould, hit on a memorable phrase to describe one ghost: "It was", he said, "as if made out of fog and moonshine, but the face was distinct". We are unlikely to get a better definition than this: a vaporous shifting form, a shimmering sheet, distinct and indistinct, fog and moonshine.

There is a Scottish story about a young man who tried to cure his elder brother of drink by laying in wait for him in the churchyard, dressed in a white sheet: "he thocht 'at that wad cure him".

"So the brither he cam' along, and he was very drunk, but he happent to look up to the way of the ghost. 'Oh', he says, 'last night,' he says, 'there was only one ghost, but this nicht there's twa'. So the brother he lookit roon and he see'd the real ghost, and he took fright and he faintit. He fell across the bank and broke his neck. Died."

The lesson of this tale seems to be that it's never safe to mock a ghost.

Haunted objects; the ghosts of animals; the laying of ghosts; exorcisms . . . these topics must wait for another day. My five-year-old daughter has just asked me if she will see a ghost. "Not if you don't want to," I reply.

Kevin Crossley-Holland is a poet, broadcaster and writer for children who won the Carnegie Medal for his ghost story, Storm. *His* British Folk Tales *has just been published by Orchard Books at £12.95.*

BOOKS

Cult of the quaint

Michael Storm on the economics of nostalgia

The Heritage Industry: Britain in a climate of decline. By Robert Hewison.
Methuen £6.95 (paperback) 0 413 16110 2

Where did you go for your hols? I went to the third millenium BC (Skara Brae in Orkney), the second century AD (Chedworth Roman villa), the 12th century (Rievaulx Abbey) and the 17th century (Traquair House in the Borders). I also spent quite a bit of time in the 19th century, at Tatton Park in Cheshire, and had a brief stopover in 1900 (Wigan Pier). Robert Hewison's book reminds us that much leisure-time travelling has the past as its destination; in 1984/85 there were 106 million visits to historic houses, museums and galleries compared with 92 million visits to cinemas and theatres. Preserving and presenting the past is an economic activity of ever-increasing importance; "the past is growing round us like ivy".

In 1882, there were 68 registered ancient monuments, now there are 12,800. Listed buildings have doubled since 1982. The National Trust, the UK's largest private landowner, has seen its holdings quintuple since 1945. Numbers of museums of all kinds have doubled within the last 15 years and a new one opens every two weeks. Museums created over 4,000 jobs in 1985, with nearly as many in NT schemes – "a godsend to the Manpower Services Commission".

Heritage jobs are not merely menial. Glass cases full of flint hand-axes are now hard to find, as museums have gone theatrical and interactive. At Tatton Park I was shown how a man-trap worked; I was reprimanded by a Victorian schoolmarm at Wigan, and had my ticket collected by a bewhiskered GWR guard at Windsor. In Alan Bennett's recently revived 1980 play, *Enjoy*, a go-ahead northern borough conserves not merely a back-to-back terrace house, but also its elderly working-class inhabitants, whose quaint life-style is discreetly viewable by interested visitors. Robert Hewison would, I imagine, see this as a logical extrapolation of the "heritage industry". This industry is all-pervasive. The most popular films, plays, fashions are almost invariably located in a meticulously-reconstructed past.

The century's most accessible poets, Betjeman and Larkin, celebrated Victorian villas and a past that can "lacerate, simply by being over". The nostalgia-quotient of the recent past rises inexorably; the Great Western Hotel at Paddington offers you a 1960s Christmas this year.

But in this astringent treatise, documentation is a preliminary to dissection. Hewison argues that the heritage industry, broadly defined, has become the most dynamic aspect of British economic and cultural life. "The past has been summoned to the rescue of the present; the heritage industry has become a vital part of the economic underpinning of the country". The liveliest part of Wigan (unemployment 18 per cent) is the "Way We Were" 1900 time-warp, with its mines, mills and lovingly re-assembled pub. At Beamish, in the North-East, people have been employed to create a decor of pit-head winding gear and spoil heaps, and taught how to drive Twenties teams; 10 miles away at Consett, youth unemployment stands at 80 per cent. Hewison's distinctive contribution is to demonstrate that these situations are not unrelated. "When museums become one of Britain's new growth industries, they are not signs of vitality, but symbols of national decline". In the face of this decline, "it is not surprising that the past seems a better place".

Zest for the past is bi-partisan but not a-political. The National Trust, protecting owners as well as properties, "preserves social values as well as chairs"; these values include hierarchy and deference, a packaged feudal-pastoral idyll. Left-wing nostalgia feels more at home with Tolpuddle martyrs and Jarrow marchers, yearning for broad masses that seem to have evaporated.

This is a stimulating perspective, but not an unchallengeable one. Heritage industries flourish in more prosperous economic climates abroad. Indeed, the rise of the industry owes more to affluence that to decline, reflecting greater mobility, the demand for destinations, and – dare one suggest? – a better-educated public, less content with seaside bingo and more eager to explore Heriot's Dales and "Cookson Country".

But if Hewison is right, and people are alienated from their own period, lacking all interest in the contemporary world, then there are evidently messages for educators. The book is a timely reminder that environmental education can easily develop a retrospective skew. Farm museums may complement, but not replace, agricultural actualities. Schools need links with local industries as well as visits to craft workshops. This is a serious and amusing book, perhaps best summed up by an item from a recently-opened museum of Seventies aphorisms: "nostalgia is not what it used to be".

Michael Storm is an ILEA inspector in Geography and Environmental Studies.

Autumn leaves

Geniuses Together: American Writers in Paris in the 1920s. By Humphrey Carpenter.
Unwin Hyman £12.95.
Women of the Left Bank, Paris, 1900–1940. By Shari Benstock.
Virago, £8.95.



Lady of the Left Bank: Colette

Underlying the love affair between Americans and Twenties Paris lay plain economics. With hotel rooms for two costing a dollar a night and a good dinner a mere 50 cents, it is hardly surprising that by 1923 Americans were arriving "like leaves in autumn", as Ezra Pound said. Steamship companies began offering cheap transatlantic fares and this further encouraged flight from the Prohibition-ridden USA. In Paris there was no shortage of people to drink with and, as Humphrey Carpenter argues, the hangers-on, *poules* and would-be writers all contributed to the creative atmosphere, for they not only provided an entertaining backdrop but in many instances material for other people's novels. Carpenter gives them their due, but he relegates to a footnote what several people observed, that it was women who dominated the Quarter, as Montparnasse was then familiarly termed.

Everything about Carpenter's book is secondhand; even his title is stolen, as he acknowledges, from Robert McAlmon's *Being Geniuses Together*. Nevertheless he is a compelling guide, catching the kind of idiosyncratic detail or incident that holds the reader's attention and maintaining a cracking pace. Anyone wanting an introduction to the constellation of talent that made of the Left Bank in Paris an inspiring book. But it leaves untouched a set of *idées recues* which have for a long time dominated accounts of this period. Nor does it look much beyond the existing glare of attention focused on Hemingway, Pound and Joyce. These three, with Robert McAlmon, the man who knew everybody, appear on the dustjacket in an amusing pastiche on William Roberts's group portrait of the Vorticists. Roberts did at least allow two women to appear in the doorway, whereas this is an all-male gathering.

Carpenter's book deepens the need for Shari Benstock's. Every now and then American female academics, such as Elaine Showalter, Ellen Moers or Gilbert and Gubar, produce books which in their range, erudition and intellectual energy become landmarks. This is one of these, for in its determination to halt the marginalization of women writers associated with the Left Bank, it presents a massive enquiry into the work of twenty-two women, poets, novelists, journalists, publishers and booksellers. The book is much more ambitious than Carpenter's, spanning a larger period and taking in indigenous as well as expatriate talent. It is, however, not without faults; whereas Carpenter skims, Benstock is sometimes laborious in her mapping out of the literary scene; and instead of Carpenter's spanking narrative we encounter repetitions and passages that could have been pruned. Nevertheless Benstock's book radically alters one's view of Parisian literary life during the first half of this century and triumphantly proves the central importance of women.

It does so with an impressive breadth of enquiry that takes in social and economic factors as well as the aesthetic tenets of Modernism. At one point Shari Benstock visits four writers – Edith Wharton, Natalie Barney, Gertrude Stein and Colette – in their homes and makes perceptive remarks on the relationship between their environment and work. It seems right that Stein lived in a newer neighbourhood than Wharton and one as unadorned as her style. In *Paris France* Stein observed of herself, Picasso and others that not until the twentieth century had established its character did they move out of modern quarters into seventeenth-century houses. Benstock is clearly fascinated by where people live and provides just the kind of detail that fixes their lifestyles in one's memory. She justifies her interest in non-literary matters by arguing that the experience of what it was like to live in Paris at this time as a woman is crucial to her study.

For many of these women Paris offered escape, from a Puritanical upbringing, marriage or patriarchal culture. It was in Paris that Wharton, Stein, Colette and Barney discovered a need to write. Benstock's feminist perspective is oriented towards lesbianism; 13 out of the 22 women discussed were this way inclined and Benstock perhaps rightly concludes that lesbianism, in this context, was psychically and artistically liberating. Her most challenging pronouncements concern Gertrude Stein whose insistence on freeing language from meaning resulted in texts that have been called "hermetic" or "autonomous" or "silly". These, for Benstock, are "encoded lesbian works that could not be decoded by a heterosexual reading public". It's an argument which, as stated here, seems to require further proof.

Benstock is very much abreast of current scholarship and usefully summarizes work recently done on Stein, Sylvia Beach and Adrienne Monnier, HD (Hilda Doolittle), Natalie Barney and Djuna Barnes. Her interest in her subject is omnivorous and extends well beyond the period in question. She cannot resist including information about several of those women in old age. In this way we learn that Natalie Barney, who first began holding "at homes" before the First World War, held her last in her nineties in May 1968, when the popping of corks was accompanied by the sound of explosions elsewhere.

Frances Spalding



Katherine Mansfield in 1921

Every sort of hog

Katherine Mansfield: a secret life. By Claire Tomalin.
Viking, £14.95 0 670 81392 3

There is, of course, no rule that biographers must be in love with their subjects. And Tomalin makes a pretty convincing case that Mansfield would be hard to love: she was evidently a liar, a self-dramatizer, a sycophant, and a cruel exploiter of her devoted "wife", Ida Baker. Tomalin is thorough in her demolition: the hostility is rarely stated directly, but I began after a while to notice the relish with which every unfavourable opinion of Mansfield was quoted, every opportunity for a swipe at Mansfield's posturing or superficiality taken.

Tomalin isn't just retelling the story already familiar from Jeffrey Meyers and Antony Alpers. She has new material, the most sensational concerning the long-term effects of the gonorrhoea Mansfield contracted in 1909 (it led to painful arthritis and lowered her resistance to the TB that killed her.) Tomalin also boldly speculates that Mansfield caught her gonorrhoea from Floryan Sobienowski, a deceitful Pole, and her TB from D H Lawrence. Indeed, for some reason she is determined to make the Lawrences into a big feature of Mansfield's life, and insists that Lawrence drew on Katherine's experience and personality for his fiction, most noiably for Gudrun in *Women in Love*. Tomalin also deals in some detail with the question debated in the *TLS* in 1951 as to whether Katherine Mansfield deliberately plagiarized a story by Chekhov.

So the picture of Katherine Mansfield that I had always accepted is systematically dismissed as a whitewash of the great Mansfield myth constructed by her husband Murry after her death.

Katherine's life was an interesting one, determined as she was to "go every sort of hog" (as Virginia Woolf put it). And then there are the Lawrences and the Woolfs and Lady Ottoline. It sounds like a cheap, trite criticism, but I did feel by the end of this book that the *writer* in it Tomalin was least interested in was Mansfield herself. Her reviews for Murry's literary magazines are hardly mentioned, and the quotations from her letters and journals are only there to help the story along, not to reveal the writer as a distinctive voice. Either that, or they are used in evidence against her, showing up her pretentiousness or "wheedling". Tomalin clearly can't stand Katherine's love of nicknames – "Tig", "Wig", etc – and describes Katherine as "straining for effect" or "self-consciously literary". After one longish quote, full of dashes and exclamation marks, she comments drily, "This is pretty unfathomable by any standards, and the cry of 'Art!' is always a danger signal."

Perhaps she is right. But what about the stories: aren't they any good either? To judge from this book, one would guess not. Tomalin presents the stories as a fairly paltry achievement. Even those she acknowledges as the best ones are rather dismissively described as "famous" or "popular", as though she can't see what the fuss is about.

In the end, it was this that I most resented: the suppression of Katherine's own personality by not allowing her to speak, and the implication that she has to be associated with "great" writers like Virginia Woolf or D H Lawrence, because she isn't really worthy of attention in her own right. (Thus the nearest she gets to greatness is sharing a tubercule bacillus with the author of *Sons and Lovers*.) When Tomalin gets to Prelude, the first thing she reports is what Lawrence said: "Prelude to what?" I had to keep dashing back to the stories to remind myself why I had wanted to read a biography in the first place; and in the end I wished Claire Tomalin had gone back to them rather more often to remind herself why, in the first place, she must have wanted to write one.

Lynne Truss

Rocking the mods

Makers of the New: The Revolution in Literature 1912–1939. By Julian Symons.
André Deutsch, £12.95
0 233 98007 5

At the end of this book, Julian Symons attempts to reprove those who, headed apparently by Kingsley Amis and the late Philip Larkin, deprecate modernism. Modernism is the approved name for the peerless cultural militancy which developed in the early years of the 20th century against the insularity and chauvinism, the "civilizedly philistine" tone of British culture. However, although much of Symons's book is fascinating, its very merits (bellettristic, anecdotal, modestly biographic rather than critically incisive) are those of a genre which, attractive as it is to the publishing industry, is not fundamentally at odds with the anti-modernism the author seeks to castigate.

His major figures are Joyce, Eliot, Pound and Lewis, but it is interesting that his accurate and damning remarks about Lewis's novels seem in no way to inhibit his interest in him, and the book is often livelier and more sympathetic in considering the enablers of the modernists, background figures like John Quinn, Harriet Weaver, Margaret Anderson and Sylvia Beach.

Edward Neill

BOOKS

When to leave well alone

Nicholas Tucker reviews two studies on play

Mind Skills: Giving Your Child a Brighter Future. By David Lewis Souvenir Press. £10.95. 0285 627708
The Development of Play by David Cohen.
Croom Helm. £22.50; £9.95. 07099 34343/07099 34998.

Here are two works by psychologists holding very different attitudes towards play and its role in child development. For Dr Lewis, children whose mind skills have been systematically developed by parents at home will have a much better chance of doing well at school and later going on to get a good job. For Dr Cohen, children play instinctively and creatively and need not so much "play tutoring" as time and space to get on with their own thing about which they generally know best anyway. The argument here between intervention and leaving alone is an old one, but Dr Cohen makes the more convincing case.

As for Dr Lewis, his *Mind Skills: Giving Your Child a Brighter Future* is frankly a mess. Page after page crackles with the clichés of the psychological hard sell backed up by wild generalizations from history, cautionary anecdotes and loosely-attributed quotations. His first chapter proposes that parents should personally assess their children to decide whether they are left or right brain-oriented; ie basically practical or creative. Tests are included to determine this distinction, but questions that require children to answer whether they would sooner be a painter or an engineer seem unreliable guides for discovering such important differences at an early age. Succeeding chapters concentrate on how to develop successful thinking and generally enhance a child's mind by teaching him or her various mental strategies. Some of these suggestions are interesting and could be useful for teachers in search of new ways of stimulating classroom discussion.

Yet trying them out on the home front, the main target of the book, can be a very different affair. Parents may sometimes lose more than they gain when they set out to be self-conscious educators rather than providers who also teach informally and often by accident. Children are sensitive about being pushed rather than supported at home, and the subsequent social history of those child prodigies who have become willing tools of academically ambitious parents is not always an encouraging one. But Lewis chooses to play down such worries in his headlong rush to improve, ending his book with the words "There is not a moment to lose". This is plain silly as well as alarmist. Very intelligent children have managed perfectly well before without going through the régimes suggested in *Mind Skills*. As for intellectually-handicapped pupils, they usually suffer from far more serious problems at home than not possessing parents willing to buy and absorb a book such as this.

Dr Cohen also writes sketchily and repetitively at times in his new book, asserting twice that John Stuart Mill was unharmed by his no-play childhood; a strange conclusion, given the philosopher's well-documented series of nervous breakdowns in later life. Yet *The Development of Play* can also be usefully pugnacious, pointing out that more can be discovered by studying children's games at home rather than in the laboratory. This means taking on children's occasionally obscene games, a topic often glossed over in other books on this subject.

Following in the foot-steps of Piaget, Cohen describes various games popular with his own two small sons, claiming from this intimate account that certain types of play can begin much earlier than is usually credited. He also puts in a plea for more play for adults, and while he under-estimates how much this has always taken place, asserting at one moment that Victorian adults "did not play" except at certain sports, he is correct to suggest this area as a future subject for research. Given that children's play often meshes with adult play, the one stimulating and taking over from the other, the best recipe for producing creatively playful offspring may be not so much a collection of the right psychology books but parents sometimes able to let their hair down and enjoy a really good game themselves.

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A puff of cigarette smoke contains around two thousand different substances, many of them poisonous. From The Body Victorious: The Illustrated Story of Our Immune System and Other Defences of the Body By Lennart Nilsson with Jan Lindberg. Faber, £15.

lingo

Coining it

In the speech that rounded off her party's annual conference, Mrs Thatcher used the expression "to coin a phrase". She followed it with a remark about "an irreversible shift . . . in favour of working people", in full knowledge of the phrase's origins in the Labour Party manifesto in 1974. Her purpose in using it was clearly ironic. However, there must once have been a time when "to coin a phrase" always introduced a vivid, new expression. But what happens now, of course, is that *to coin a phrase* (itself now a cliché) is almost invariably followed, un-ironically, by an expression that is anything but new; no fresh coinage, then, just an excuse for pulling out yet again a saying so long in currency that it has worn thin as a bad old penny.

This is not the only instance, of course, of a word or phrase commonly being used to mean the opposite of what it says. An earlier speaker at the same conference spoke of a practice "more honoured in the breach than the observance". He was clearly referring to something that ought to be standard behaviour but was in fact shamefully rare. When used by Hamlet – a young man who (to coin a phrase) knows a hawk from a handsaw – it indicates deeds better left undone.

Readers of *The TES* may find wry satisfaction in seeing that *academic* is another frequent victim of this tendency. We who are professionally involved in education and teaching associate *the word with notions of* instruction, values, intellectual and cultural enrichment, and so on. To the man on the Clapham omnibus, on the other hand, or the woman in the queue at parents' evenings, it is the word for matters marginal, trivial, unimportant.

Ah, well! It doesn't do to brood on these things. As the lady was heard to say to her friend: "You've got to be philosophical, Ada; don't think about it".

John McDermott

WOMEN in WARTIME
THE ROLE OF WOMEN'S MAGAZINES 1939-1945



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A NOSTALGIC LOOK AT WOMEN'S WARTIME LIVES!

JANE WALLER and MICHAEL VAUGHAN-REES

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Learning how to learn

Changing Children's Minds: Feuerstein's Revolution in the Teaching of Intelligence. By Howard Sharron. Souvenir Press £16.95. 0 285 650342.

Educational psychology has always been a hybrid subject. In no other branch of psychology has the gap between theory and practice been quite so apparent. The extent of this divide is nowhere more clearly exemplified than in the ways in which educational psychologists have traditionally dealt with such issues as intelligence and learning.

On the one side, educational psychologists employed by local education authorities have become identified with a psychometric approach to the assessment of intelligence with little or no reference to theories of cognitive development. On the other, many university and college lecturers have provided their students and prospective teachers with theoretical accounts of learning theories and views on the nature of intelligence with few, if any, practical implications for classroom teaching. Rarely, if ever, could the twain be seen to meet.

In recent years a quiet revolution has been taking place in both camps. Many practising educational psychologists have become increasingly opposed, for both ideological and pragmatic reasons, to the notion of a fixed IQ having the major influence on children's attainment in schools and have been looking for other than psychometric approaches to helping teachers and parents understand why some children have particular difficulties in learning. At the same time, work began to be published, mainly in the United States, reconceptualizing our notions of intelligence and introducing what has come to be termed a "meta-cognitive" approach to learning how to learn.

Although the best known proponents of these new ideas have been American psychologists such as Sternberg and Brown and Campione, an equally powerful and in many ways even more impressive body of ideas and research has emanated from a small research institute in Israel under the charismatic leadership of its founder, Reuven Feuerstein.

Apart from a few early obscure papers and conference reports, it was not until 1979/80 that full access to the Israeli team's work became widely available with the publication of their two seminal works, *The Dynamic Assessment of Retarded Performers* (1979) and *Instrumental Enrichment* (1980). These books were "heavy" in more senses than one, but attracted a steadily growing group of admirers who were keen to put into practice the revolutionary ideas contained therein about new ways of assessing retarded children's true potential and fostering their cognitive development.

What has been missing all along has been a layperson's introduction to Feuerstein and his ideas. This is now admirably provided in this book by Howard Sharron, who, thankfully, is neither a psychologist nor an educator, but a journalist. As such, he has not felt obliged to present a balanced picture of research results or an in-depth analysis of theoretical strengths and weaknesses. Instead, we are provided with an unashamed eulogy to a remarkable man, a total endorsement of his ideas on the plasticity of the human brain at every age and degree of retardation, a brief introduction to Instrumental Enrichment and the Learning Potential Assessment Device and a potted history of several of the most positive research outcomes of their application across the globe.

This is not a book for doubters or sceptics. Seekers after "truth" will find no words of criticism in these pages. What shines through instead is a passionate support for a man who has dedicated his life with considerable success to helping the underprivileged, the culturally deprived, the failures of the education system and the severely retarded. A man, moreover, who has had a profound influence in changing our views on the nature of intelligence and learning. It's stimulating and exciting. Read it.

Bob Burden

Bob Burden is senior lecturer in Educational Psychology at the University of Exeter.

CHILDREN'S LITERATURE

Spectacular

Watch Out, Ronald Morgan! By Patricia Reilly Giff.
Viking Kestrel £5.95. 0 670 80433 9
Ben's Brand New Glasses. By Carolyn Dinan.
Faber and Faber £5.95. 0 571 14567 1

Here are two cheerful new books for the infant school, one American and one British, but both about little boys who are short-sighted and need to wear glasses.

In Patricia Reilly Giff's story, Ronald suffers from "myopic astigmatism" (according to the notes at the back for parents and teachers). After falling over in the school yard, feeding gerbil food to the goldfish and getting hit on the head by a ball, he is fitted with glasses, but far from making him into "superkid" as he hopes, he comes to realize – with his teacher's help – that all they do is to help him see better.

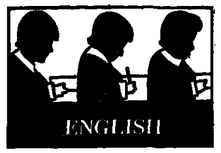
With the simple text covering up to half of each page and plenty of brightly coloured and amusing illustrations by Susanna Natti, the book will be a welcome addition to class libraries for children who have just started to read by themselves. The few Americanisms – windshield wipers, shopping mall, tie store, – far from being a problem, should provide opportunities to talk about cultural differences between this country and the USA.

Carolyn Dinan's story is about Ben, who has just moved to a new neighbourhood and is feeling unhappy. Through his efforts to "lose" his new glasses, he makes several new friends and finds that wearing glasses is really quite good, especially when his teacher arrives at school in her new pair. This book will be suitable for more advanced readers as there is more text on each page and the language is more complex. The illustrations, as in the American book, are in full colour but they seem to reflect the country setting of the story, like a sketch-book in pastel shades.

Both books have white male children as the main character, although several other racial types are depicted in each. The health education message of both books is quite clear – people with eye problems can get help in seeing more clearly – but there is another message, particularly in Ben's story, and that is about gaining confidence when you think you're different from everybody else.

Liz Swinden

BOOKS IN CLASS



Read, write, respond

David Self assesses some of the publications designed to prepare students for GCSE

Early last term I made a short radio feature on how educational publishers were coping with GCSE. Three confessions linger in my memory. There was the head of department who admitted that, harassed by the lunatic time-scale set for the introduction of the new courses, he had ordered a class set of a particular title from a publisher's catalogue without seeing an inspection copy. He had hidden the totally irrelevant books at the back of his stock cupboard.

Then there was a publisher's frank admission that she (and her colleagues) are now working on "the second generation of GCSE texts": ie ones that take account of the syllabuses. (Almost any book bearing the legend "First printed in 1986" must have been written before the detailed syllabuses appeared and could have been based only on the National Criteria and, perhaps, experience of combined 16-plus courses.) The third divulgence was that, whether funding is or is not enough and whether it is or is not reaching the schools, yes, the educational publishers are smiling discreetly all the way to their banks.

But what have they decided is necessary for GCSE English? Most seem to think the course demands large-format books printed in type which would have seemed appropriate for lower juniors 15 years ago. Books are now illustrated with *Beano*-type cartoons and decorated with the new icons: "hi-liter" pens, staplers and scissors. After all, it is with these items that a major piece of coursework is now produced. There must be many a traditionalist teacher who is secretly welcoming the new GCSE version of **The Art of English.** This long-term best-selling course, published by Schofield and Sims, is being revised (thoroughly re-worked would be a fair claim) for GCSE and the publishers have pragmatically accepted that, while GCSE may be one single examination for the GCE/CSE range, any book that will support the weakest candidate will bore the abler ones rigid.

The new *Art of English* therefore comes in two tiers, each consisting of five books: a Certificate Course "for the academically most able" and a General Course for (I love this) those "expected to achieve all but the highest grades". The volume submitted for review (CS, by Keith Newson, £3.95; 7217 0444 6 – and yes, first printed in 1986) does have a lot going for it. It offers plenty of "enduring" poetry, drama and lengthy prose extracts; sensible oral communication sections, language study exercises and, hurrah, intelligent and annotated further reading sections.

However, its suggested longer written exercises are far less varied than the examination encourages and (like most courses) it is all very restrictive. Still, given the increasing pressures on every English teacher, there are those who now regard "restrictive" as a synonym for "supportive". Even so, many heads of department will be looking for something more innovative, especially for the fourth and fifth years.

Insight. By Peter Chilver
Stanley Thornes. Pupils' book £4.95, 85950 569 3. Teacher's Book £3.25, 85950 570 7.
Spotlight. By Peter Chilver
Stanley Thornes. Pupils' book, £4.95, 85950 567 7. Teacher's book, £2.95, 85950 568 5.
English Password 4. By John Griffin and Theresa Sullivan
Longman £4.50. 582 22475 6.
Steps to GCSE Success. By Paul Groves, John Griffin and Nigel Grimshaw.
Longman £3.95. 582 20676 6.

Still in the field of the self-contained course book, both Longman and Stanley Thornes have also identified a need for "alternative paths" to GCSE. The latter therefore offers *Insight* for "the more academic" and shines *Spotlight* upon "average" students. Longman's *Password* is "well-balanced" while *Steps* is for "pupils who need a little extra help". All these books offer a number of "units" to be worked on during the fourth and fifth years, with the Longman ones destined to be extended downwards into "full-school" English courses.

I rather like *Insight* and not just because it looks more like a book than a magazine. It has style, is modern without being trendy, and never patronizes the pupil nor excludes the teacher. Indeed, the accompanying teacher's book clearly shows that the teacher is to be an active mediator of the course. *Spotlight*, the only one of this quartet to sport a 1987 imprint, never talks down to its users. Busy without being cluttered, its pages are appealing and its illustrations as varied as the texts it reproduces. Is it the first English textbook to use Beardsley illustrations from *The Yellow Book* to stimulate original writing?

By comparison *Password* is much more conventional. True it brings together some interesting material and is good on developing appropriate styles for different audiences. Nevertheless, the cumulative effect is somehow dispiriting: it seems to be very much a relentless round of classroom exercises. With its regular emphasis on examination technique, it will have less appeal for those engaged on 100 per cent coursework.

If the suggestions for original writing and the "Spotlight on skills" sections of each chapter of *Steps* are what the word is inevitably pedestrian, there are also some interesting improvisation exercises. I particularly like the one in which pupils have to role-play heads of department. The task is to resolve a situation in which all the third years have opted for geography or art. Tough luck on whoever plays the deputy head. He has to persuade some to do Latin or coax the head of Classics into teaching history.

English Assignments. By Wyn and John Gallon
Hutchinson £2.95. 09 170301 8.
English in Evidence. By John Seely
Heinemann Educational £3.25. 435 10800 X.
Essential English for GCSE. By Susan Davies
Heinemann Educational £4.95. 435 10193 5.
Direct Speech. By Christabel Burniston and John Parry
Hodder and Stoughton £3.50. 340 40167 2.
Just Talk. By Hilary Caminer and Deborah Catesby
Hodder and Stoughton £3.95. 340 40166 4.

Given the vast number of permutations possible within the various English syllabuses, it is most unlikely that any department will find even the best of the courses reviewed above exactly matching its needs. Far more likely to be useful are books which deal with specific areas or topics.

Few can have such a dull title and such a garish cover as *English Assignments*. Its contents, however, are fun. Its aim is to provide "purposeful tasks" (as opposed to purposeless comprehension and composition exercises). Among its assignments are some based on original documents and texts such as holiday brochures; the music press; Morrissey of the pop group The Smiths on vegetarianism; Valentines and a hilariously provocative debate on the pros and cons of Tipp-Ex. These assignments encourage "weighing up the evidence", "reading between the lines" and "adapting language to audience". It is only a pity that a few of the suggestions for written coursework are phrased somewhat vaguely and sketchily.

John Seely's *English in Evidence* is also concerned to provide practice in interpreting non-literary material. While his selection of stimulus material is slightly less provocative than that in *English Assignments*, and while the layout and indifferent artwork make it look very textbooky, his suggestions for direct writing are much better.

What is one of the golden rules for successful descriptive writing? "Always use a good pen." Fair enough, but there are other considerations to be taken into account and the weighty *Essential English for GCSE* does occasionally lose itself in such details. A 1987 book, it is aware of the differing requirements of the examining groups and has the further advantage of being written by a teacher involved in a GCSE pilot scheme. Even so, the "Reading and Responding" section (oddly placed *after* the "Writing" one) contains some dreary and very traditional comprehension exercises. The section on newspapers and advertising is more interesting, but the final oral coursework section is very disappointing, concerned as it is largely with formal speech-making and debates.

There is a similar emphasis in *Direct Speech*. It does have chapters on improvisation and group work, but its lengthy sections on choral speech (with poems already arranged for different voices), breathing exercises and preparation of programmes of readings for public (as opposed to school) audiences suggests that it is at least as suitable for those preparing for speech competitions as for GCSE. That said, it has plenty of good advice to offer, although some of this seems to be directed at the teacher as much as the student. Those preparing students for the more formal elements of the MEG syllabus in particular might well consider buying a copy.

Much jollier, and from the same publisher, is *Just Talk*. Again, there is surprisingly little space given to improvisation or to the skills of listening, but it will sustain a number of classroom projects which will provide opportunities for assessment if not self-assessment.

In the Picture. By Peter Chilver.
Level Two. Core Book, £4.25. 85950 590 1. Consolidation Book, £3.95. 85950 591 X. Teacher's Book, £6.95. 85950 593 6.
Stanley Thornes.
New Perspectives 1. By Angela Bell and Hugh Knight.
Oxford University Press £2.95. 19 831154. 0.
Longman English 1 and 2. By R B Heath and T McSweeney.
Longman £3.95 each. 582 20341 4 and 582 20555 7.
Steps in Understanding 1 and 2. By Mike Hamlin.
Hutchinson £2.75 each. 09 167971 0 and 09 170791 9.

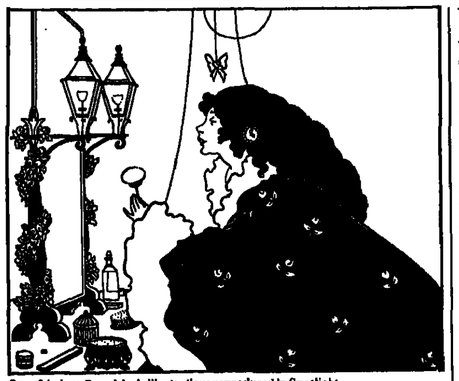
While not every English department has got round to working out the implications of GCSE in the lower school, the publishers are already producing materials which they claim will "help 1st–3rd pupils to develop the skills and working methods they will need for their GCSE work".

Peter Chilver deserves some sort of award for industry. As well as *Insight* and *Spotlight* he has been working on the mammoth *In the Picture*. For each year or level, there is a hefty *Core* book. There is also a *Consolidation* one for "pupils who need further assistance" and an *Extension* book providing "more advanced material" for groups working "independently". The teacher's volume is a heavily annotated version of the *Core* volume with (symbolically?) a black-and-white instead of colour cover. All in all, it provides a terrifying number of comprehension, discussion and writing projects.

The new three part *New Perspectives* course is illustrated throughout in colour and looks very handsome. Almost agressively multicultured, its reliance on myth and legend at times makes it seem like an escapee from an RE or anthropology course. Meanwhile, the Longman course, despite its format, illustrations and "non-literary" material, is actually a somewhat traditional English course. What does give it edge is its emphasis on literature and a sense of humour that pervades the pages.

Steps in Understanding is a course in "active comprehension" and offers "a range of actively questioning approaches". This appears to mean that prediction and cloze exercises are useful variations on traditional exercises. Like much of the material in the weaker texts in this collection, many still seem to exist entirely for their own sake.

A final value-for-money note: of the books reviewed here, those published by Heinemann, Hutchinson, Schofield and Sims, and Stanley Thornes have reinforced, durable covers. The others have paper covers.



One of Aubrey Beardsley's illustrations reproduced in Spotlight

Be prepared

Work Out English GCSE. By S H Burton.
Macmillan £5.50. 0 333 44003 X.
English Coursework: Making a Start. By John Dixon and Penny Marsterson.
NATE £1.50, (£1.20 to members).

Two distinct types of publication are available now for GCSE preparation: the revision book for students and the practical guide for teachers. Both have students' interests at heart and for many teachers, in need of a survival kit in these early stages of GCSE, a student manual is as valuable as scrutinizing different syllabuses.

Macmillan's *Work Out English GCSE* aims to be a student's "work" book with tasks set appropriate to the many different aspects of "expression" – Understanding and Response, Practical Writing and Directed Writing. The author is thorough in his accumulation of examples for varied writing: narrative, descriptive, discursive and impressionistic; each example is built up from a phrase, idea or question followed by notes, plans and drafts resulting in impressive units of writing. These detailed sections, together with those on summarizing, are packed with excellent advice on good practice and warnings about the pitfalls of writing without thought and care, although the chapter on Understanding and Response, while detailed, could include more textual references for clearer comprehension.

The second part tackles basic skills of written English including syntax, word usage, punctuation and spelling; many terms are explained, such as malapropism, pomposity, gobbledegook, clichés, figurative language and declension – grammar rekindled. It will be gauged, therefore, that this is a book for students with an already high degree of literacy and responsive techniques who will gain much; the substantial percentage of students, for whom "an exam for all" may not be the most suitable nomenclature for GCSE, could flounder.

You can tell the NATE publication *English Coursework: Making a Start* is for teachers – it is the one containing cartoons helping to maintain sanity. Thirty pages help those unused to coursework, the bulk concentrating on planning half-term units from activities in which teachers feel most confident – exploring texts, topic certainties and working on "reading for meaning".

The rest of the pamphlet considers how best to plan for a whole year or two years' work and gives examples of ideas and written assignments from schools in London, Nottingham and Yorkshire. It is by no means exhaustive but it does face realistic problems and looks at the changing face of coursework.

Jacqueline Fisher

Further reviews in the English Extra, pages 35–42

WERE YOU THERE?



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CLASSICS



A detail from the Alexander Mosaic at Pompeii showing Alexander the Great in battle. An illustration from Origins: the Roots of European Civilisation edited by Barry Cunliffe, published to celebrate the tenth anniversary of Radio 4's series on archaeology

Small Latin, less Greek

Keith McCulloch on the struggle for survival faced by classics teachers

The number of adults with a personal stake in the future of classics teaching in the UK must be fairly small, but the prospect of Mr Baker's national curriculum administering the *coup de grâce* to a subject already barely holding its own has filled many a column-inch in the quality press with hot debate. One imagines that the DES, too, has received its fair share of submissions, in that short period in which comment on the new curriculum was invited, from professionals whose careers were in the balance. But the DES's mandarins know only too well both that any storm which rages in the correspondence columns of *The Times* will eventually blow over, be the correspondents never so great and so good, and that the professionals are too few to count.

Perhaps they do have a point, though, because this is, after all, not *the first time that the future of the* classics has been despaired of. No doubt partly because Oxford and Cambridge no longer required knowledge of Latin as a condition of entry, numbers declined sharply in the Sixties; and in the Seventies the advent of comprehensive education tended to confine the teaching of Greek more and more to the independent sector, while Latin's survival in a limited number of maintained schools was due largely to the development of new materials and methods. Survive the subject did, however, and to the satisfaction of both modernists, who could argue that classics had to die in order to be born again, and traditionalists, who could point out that, in some schools at least, nothing had changed, and seventh-term candidates were still composing verses in Greek and Latin and winning Open Scholarships to Oxford and Cambridge colleges.

Now we have said goodbye to all this too; but still somehow things have stayed astonishingly and delightfully the same. The numbers who benefit from a traditional classical education may be relatively small, but (it is at least possible to argue) it is vital that the torch continue to be handed down from generation to generation in its pristine form, whatever the cost may be.

Where GCSE is bridging the gap between GCE and CSE, it must introduce great changes into the syllabus; but this is not the case with Latin and Greek, as the syllabus (if one may take MEB as one's guide) consequently remains sufficiently conservative for teachers to be able to side-step assessed coursework entirely, if they so wish. On the other hand, one hopes that for some pupils, who would have found the GCE curriculum, even with the set-book options substituted for the unseen in both prose and verse, too demanding, the coursework element will make 16-plus exams in Latin and Greek a practical possibility. The many classics teachers who have been teaching JACT Classical Civilization will be used to assessing this kind of work, but even they, and certainly others, will find a guide like Jennifer Gibbon's **GCSE Coursework: Classics. A teacher's guide to organization and assessment** (Macmillan £4.95) useful.

What is new is the decision to specify from which authors unseens will be *taken, namely, Pliny and Ovid in Latin* and Xenophon and Aristophanes in Greek. Ovid was the only possible choice, but, given the extreme sophistication of all Latin verse, one has to accept that the less one expects from candidates on a linguistic level, the more unseen verse becomes a mere intellectual exercise, and that, however gamely they mug up facts about the poet's life, they are not going to grasp the formal aspects of his verse. Aristophanes, on the other hand, can be as easy as any Greek author, although in his case, if not in that of Xenophon, we shall be looking for new school editions. As for Pliny . . . well, one supposes that he must have some advantages over Caesar as an unseen author, hard though they may be to discover or define.

In the face of the national curriculum, it seems futile to be nit-picking about the merits and demerits of GCSE. One can make out a case for the condition of classics not being as healthy as it looks even now, since so many candidates come in ones and twos from small schools, which will inevitably cease to offer the subject when an individual retires. But in a world in which every subject outside a charmed circle is fighting for (say) 15 per cent of the *timetable, no one is* bothering even to discuss the future of Greek in its present form, and Latin is surely bound to suffer severely. Under normal circumstances it might be fair to wait and see, since the DES's scheme would never survive a process of consultation unmodified; but the Minister has made it clear that this of all policies is to be a shibboleth, and we must assume that he will not be moved.

Selective schools, including many independent schools, may well find that they can teach the national curriculum in much less than 85 per cent of the timetable, and so may decide to continue to offer at least Latin, with perhaps an accelerated Greek course in the sixth form. But a situation in which, *de facto*, all but a few places to read classics at Oxford and Cambridge are taken up by products of the independent sector is quite different in kind from one in which only they *can* apply, and will very likely prove unacceptable, leading to a change in the status of the classical languages at the ancient universities. What we have now is a kind of equilibrium, albeit at a low level of activity; but this will be a dis-equilibrium, which will more or less rapidly resolve itself into its elements.

Latin cannot be made part of the national curriculum as it stands, not least because it would be impossible for every school to employ a Latin teacher. But it is far from clear that the curriculum has to be so monolithic. It would be divisive to argue: if geography, then why on earth not Latin?, but not, perhaps, to point out that Mr Baker has committed a logical fallacy. All children, he asserts in his premise, should learn some worthwhile subjects, but he cannot infer from this that there are some particularly worthwhile subjects (geography, eg, but not Latin) which all children should learn.

Keith McCulloch teaches at University College School, Hampstead.

Brief myths

Short Latin Stories. By P Dunlop. Cambridge University Press £2.50. 0 521 31592 1.

It is a rare thing to pick up a book of Latin unseen comprehensions and translations and at the same time be positively thrilled by its contents. *Short Latin Stories* is just such a book. It is aimed at younger pupils, embracing most of the grammatical and syntactical points dealt with in the Cambridge Latin Course from Unit 1, Stage 8 as far as Unit IIIB, Stage 34, with a further six passages which are not specifically related to the CLC – indeed the book may be easily used by pupils who are not learning from the CLC.

In total there are 50 passages, 19 of them for comprehension and translation, and 31 for translation alone, all taken from Greek and Roman myths and fables, early Roman history and stories about Roman emperors. Each passage conforms to the vocabulary level of a given stage in the CLC, with a glossed vocabulary below it. Each passage also contains a few unglossed words, the meanings of which are left for pupils to work out for themselves. Two appendices list the literary sources for all the passages, language features, CLC stage number and any unglossed vocabulary. A full Latin-English vocabulary is also included. In his introductory "notes to the teacher", Mr Dunlop has made a few helpful suggestions for exercises which could be used in conjunction with the passages to consolidate a new linguistic feature.

Short Latin Stories is by no means perfect, however. Some of the passages are not "short" (translation number 48 is 29 lines long), and it is not clear which part of the comprehension is for translation and which is for questions unless one reads through the whole passage beforehand. Even so, the novelty of approach and the interesting subject matter of the passages make this book a welcome addition to the Latin classroom.

Paul Saunders

Paul Saunders is head of classics at Dartford Grammar School, Kent.

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Ecce Horace

The Oxford Latin Course. By Maurice Balme and James Morwood. Oxford University Press. Part I £4.95. 0 19 912083 8; Part II £5.95. 0 19 912084 6.

The *Oxford Latin Course* comprises three volumes and is aimed at covering the GCSE syllabus and bringing the pupil to the reading of original texts. It claims to combine the best features of both modern (but now rather long-in-the-tooth) and traditional courses. The narrative of the first two volumes is based on the life of Horace, and the third volume, available next spring, will consist of extracts from Caesar, Cicero, Catullus, Virgil, Livy and Ovid. A teacher's book is published next month (£8.95).

Part I's narrative traces Horace's life up to his departure for Greece following Julius Caesar's assassination. Part II deals with his education at the Academy, return to Italy and rise to fame as a poet at Augustus' court. The narrative is the vehicle for the introduction of a wealth of paralinguistic material, Greek as well as Roman, which is clearly and succinctly written, and very readable. The combination of Latin narrative and background material builds up a vivid picture of the Ciceronian era, the war-torn late republic and the establishment of peace under Augustus. Both volumes are profusely illustrated.

Each chapter contains some grammatical input, a passage of Latin narrative, a vocabulary and some exercises. The exercises consist mostly of sentences (into as well as out of) and passages for translation and comprehension. The English into Latin sentences will be found challenging, especially by the less able, and the teacher who perseveres with these may wish to supplement them.

The reading passages are excellently written, useful vocabulary and phrases being conveniently sited in the margins. Some of the passages may seem intimidating in length, and it is important not to get bogged down in detail too much if all the text is to be read, as it should. Having piloted the course for three years I can testify that the pupils do in fact assimilate recurrent phraseology and acquire a certain fluency surprisingly rapidly. The narrative content is interesting and not without humour, and closely allied to the paralinguistic material. The pupils' interest is thus sustained.

The authors' breadth of interests is apparent throughout: it is refreshing to see relevant excerpts from Byron and Shakespeare; some original Horace, just over halfway through Part II; and, for comparison, two translations of *fons Bandusiae* separated by 240 years (Phillip Francis and David West); to be asked to ponder the subsequent history of the world if Cleopatra's nose had been shorter; and to have clarified (at last!) the difference between a *tormentum, ballista* and *catapulta*.

As one would expect of its authors (of Harrow School) and publisher, *The Oxford Latin Course* is a high quality product in both content and presentation. It appears at a time when Latin teaching needs a fresh impetus to take it into the 1990s, and should prove to be not only enjoyable to teachers and taught, but also something of a pedagogical landmark.

Robert Bass

Robert Bass is head of classics at Orwell Park School, Ipswich

Reading the past

Greek Inscriptions. By B F Cook. British Museum Publications £4.95. 0 7141 8064 5.

This latest addition to the British Museum's Reading the Past series is geared to appeal to both those already interested in Greek epigraphy and those whose interest is yet to be aroused.

After a compressed but clear introduction to his whole wide field, Dr Cook considers epigraphs in two main divisions: those cut into stone and those written on a variety of other materials (weights, plates, boards, bowls, vases, amphorae, helmets, sinkers – even spear-butts). Over 50 beautifully-textured photos reproduce a diversity of inscriptions; and careful translations are provided for those whose Greek is non-existent or rusted by time. Outstanding in grace among the objects inscribed is a prize amphora from the Panathenaic Games, c530 BC; and especially touching in its wording is the Epitaph of Demokles, 2nd or 1st century BC.

This is expert work expertly presented.

Martin Fagg

ARTS

Long live the king

Next Friday a staged reading of Nahum Tate's *King Lear* will be performed at the Lyttelton Theatre. Lynne Truss reports

Nahum Tate has had a bad press. An inoffensive Restoration dramatist whose plays are now pretty much unknown, his notoriety rests on what is generally thought of as a spectacular act of literary vandalism: he "adapted" *King Lear* in 1681, and gave it a "happy ending".

With the reporting of the theatres on the Restoration of the monarchy, there was suddenly a market for drama, and old plays were revamped for the new style of theatre. Nahum Tate was only one of many who adapted Shakespeare. Generally, the plays were cut in length, there was more action, characters were "generalized", and the women's parts were expanded. Dryden's *All For Love*, his version of *Antony and Cleopatra*, is the only one that has survived in the repertoire (probably because it stands as a play in its own right). But the reason the other adaptations are of interest to us now is that they too survived in the theatre, long after their adapters' deaths. The Cibber version of *Richard III* – with its famous line "Off with his head. So much for Buckingham" – was being played right through to the end of the 19th century. And the Tate *King Lear* was current for 150 years. So the great performances given by Garrick, Kean, Macready, even Irving, were often not in texts we would now recognize as Shakespeare's. The Romantic critics never saw Shakespeare's *King Lear*.

Next Friday's staged reading* of the Tate *King Lear* will be a marvellous opportunity to judge the play as a work in its own right, and to see the *Lear* that, in the words of its director Robert Clare, "kept Shakespeare's play off the stage for so long". What must be said immediately is that though the Tate version has a "happy ending", it is hardly a laugh a minute. Nor is it (as I had always imagined) basically Shakespeare's tragic play with a comedy ending (reconciliations, marriages etc) shoddily grafted on. It's a serious play, which makes many bold changes – Edgar and Cordelia are lovers, there is no Fool, Goneril and Regan have a set-to over the dying Edmund – but which still retains a lot from Shakespeare. It's a coherent piece of drama, simply reflecting a different era's dramatic expectations. As Clare says, "Tate adapted the play because he admired it; you could say it's a celebration of the Shakespeare play".

By the term "happy ending", what is meant is that Lear and Cordelia don't die. This alteration was the basis for the later reviling of Tate (in the 1840s the American critic H N Hudson coined the term "Tatitucation" to stand for such outrageous presumption: "Withered be the hand, palsied the arm, that ever dares to touch one of Shakespeare's plays!") Yet in the 18th century, moral sensibility decried Shakespeare and approved Tate. Shakespeare, it was thought, had gone too far. Virtue can be distressed, but in the end it must be rewarded. Johnson, when he came to edit Shakespeare, discussed the debate there had been on the Tate ending, and wrote: "The public has decided. Cordelia, from the time of Tate, has always retired with victory and felicity." For his own part, he said, he had been so shocked by Cordelia's death in Shakespeare's play that he could never afterwards bring himself to read it. He described Shakespeare's decision to kill Cordelia as trebly perverse: as contrary to the natural ideas of justice, to the hope of the reader, and also (what is yet more strange) to the faith of the chronicles on which *King Lear* was based.

Robert Clare doesn't expect that the audience for the Tate *Lear* will prefer it to Shakespeare, but he's offering it for serious consideration. The only time he can remember seeing it performed before was in an extract directed by Jonathan Miller for a *South Bank Show*, when it was presented in full Restoration style – frock coats and frilly hankies. That isn't how it will be acted next Friday. What will be interesting will be not just the play but the audience's reaction to it. Tate's version was always held to be good theatre: it probably still is.

**The Lyttelton Theatre, November 6 at 2pm.*



Cordelia displeases Lear – but how will it end?

Robin Buss

Set piece

Alison Chitty's Seminar on Theatre Design.
National Theatre Studio October 24 and 25.

When the National Theatre Education Department decided to hold a weekend seminar focusing on the work of a single designer, Alison Chitty must have been an inevitable choice. Having already designed two productions in the current season, she is now working with Sir Peter Hall on three of Shakespeare's late plays. But she had already spent some time with Peter Gill at the NT's Studio after eight years in rep at Stoke on Trent. Passionately committed to her profession, she is also an eloquent and entertaining speaker who caught the attention of her audience from the moment she began a brief sketch of how she entered the profession ("I failed O level art!").

There are things she claims to know little about. She may have become a theatre designer because she spent so much time as a child visualizing the scenes and characters while listening to radio drama. She has "no idea how Ralph Koltai or any other designer gets his sets on to the stage except by picking the brains of (her) students . . . The whole process is so personal". Yet, she is keen to demystify the creative act by keeping to the facts as she understands them and seeking to explain wherever she can. Each play is different, each director and theatre stage too. Budgets vary, and there is no way of knowing at the outset what the end-product will be like.

Peter Gill's *Mean Tears* gave her the problem of realizing on a small stage a play that ebbs and flows in and around the central character in such a way that all the action might have taken place in his mind. Chitty felt at first the need for something that would anchor events. Then she realized that this was neither necessary nor desirable, the solution being an eroded island-room that reaches out to very practical images, supplementing rather than illustrating the text.

Peter Hall's production of *Antony and Cleopatra* posed different problems. Presented in the huge Olivier rather than the small Cottesloe, it is full of contrasts, like those between the intimate world of the lovers and the public one of North Africa or the opposed interests of Egypt and Rome. There was also Peter Hall's close attention to the text which resulted in demands for naturalistic details in costumes and set. Pursued at first by images of pyramids and classical columns, it was Chitty's habitual use of a story-board (a practice that can lead to conflict between designer and director) that led to her seeing the whole play as a series of circles within circles, a perception that allowed her to conceive a setting capable of expanding and contracting as well as dividing and coming together.

On this occasion, it was Chitty's intelligence that provided the design solution but she still regards herself as an instinctive designer, trusting her intuition more as she grows older. She designs, as she says, inside-out, ideally working in close collaboration with the director to organize space in a way that best enables the actors to present the story. This requires her to discover the essential images of a play and explains why her sets are usually so minimal. It also led her to recognize the two things that preoccupy her as a designer: the power of an actor to space and the power of an object in space.

Costume, colour and lighting are part of these concerns and with characteristic good humour Chitty confesses *to an abhorrence of togas, armour* with bare knees and "the whole 'Carry-On' thing", explained why there was so much blue in *Mean Tears*, and now she often bored her lighting designers to death showing them reproductions of appropriate paintings – proof enough that this instinctive designer is very knowledgeable one too.

Michael Clarke

Television

Baker's bulletin

Kenneth Baker's own report on his plan for education was a remarkable initiative by Channel Four News (October 21). The film itself was allocated more than 12 minutes and the subsequent discussion more than 15 which, in a news bulletin, amounts to the sort of treatment usually reserved for national disasters. Whether it will prove to be this and whether Mr Baker's "party political broadcast" (Jack Straw) will "come back to haunt him" (Ron Westerby), remains to be seen. What one can say is either that the proposals have attracted genuine interest to the question of education, or that *Channel Four News* is declining from originality to mere eccentricity in its assessment of what constitutes "news".

The former is surely the case. The Secretary of State emphasised his aims: to raise standards and to increase parental choice. Few parents would oppose these in principle. Television and the other news media have long been alerting us to the fact that standards in our schools are low by comparison with other countries and, *if anything more insistently, that cer*tain local education authorities are not providing the service that all parents would like. Mr Baker's exposition put these points clearly and announced that his proposals for a national curriculum, assessment, opting out, city technology colleges and management changes provided the answer. He also took the opportunity to chat to some young people facing an uncertain future and to have his hand painted in a primary school.

He faced his critics, as always, with an assurance that they might consider smug. Felicity Taylor, of the National Association of Governors and Managers, joined the Labour spokesman and the chief education officer for Dudley. They noted one or two omissions from the film: the disagreement at the highest level in the Conservative Party on the implications of opting out, and doubts about the curriculum and the effects of giving headteachers control over their budgets. They elicited an admission: that "choice exists for those that are rich enough" (though I am not sure if Mr Baker had said his *last word on that*). *The discussion* could have gone on much longer, which may mean that a news bulletin was not the right place for it. But it must have alerted a wide audience to some problematic areas in the reforms.

Tonight The Education Programme (BBC2) will be broadcasting the Oxford Union debate on the motion that the Government's education proposals will be unworkable and socially divisive. Last week (October 23) it visited Cambridgeshire to examine three schools in an authority where heads and governing bodies already exercise control over their budgets. It found one for, one against and one undecided about schools becoming "very successful business-enterprises – some of them . . ." which was Gareth Williams's vision of the Bakerite world of education.

"I went to school mainly t'eat ma lunch", recalled Lou Holtz, coach of Notre Dame, the most successful college football team in the States. He was talking to Hugh McIlvanney in the last of Sports is a Tough Business (Channel 4, October 24), a series of *interviews which* demonstrated that it is possible to make television about sport that is both intelligent and entertaining.

However, the week's television was dominated by Channel 4's two-part transmission of Shoah (October 18 and 19), Claude Lanzmann's documentary on the Holocaust which, using no archive material, but composed solely of interviews with witnesses, was an account of murder on an industrial scale. Once or twice, trying to escape from the testimony evoked by Lanzmann's relentless questioning, I briefly switched channels. But there was no rest. *Shoah* was excessively long, partly because the technique involved letting all the witnesses speak their own language before having it translated by an interpreter. The slow build-up of evidence, the calm description of horrors, produced a sense of unreality. But, beside it, what was happening elsewhere on television became (and for some days remained) simply unintelligible.

Everyone I have spoken to about the film has a memory of a particular moment: the barber, the villagers outside the church, the train driver or the forest landscapes. Lanzmann, talking a week later (Channel 4, October 25) spoke of "the suffering camera" as it repeatedly followed the path of the victims. Much of that discussion centred on the attitudes of Polish villagers living in the vicinity of the death camps. But Channel 4 gave the director and the other speakers enough time to explore the deeper implications of *Shoah* and something of what it means for our understanding of human beings and their history.

Robin Buss

Hard times

London by Lamplight.
Polka Children's Theatre, (240 The Broadway, Wimbledon) until November 7 (for performance details ring 01-545 4888)

Based on a Victorian children's novel, *London by Lamplight* tells a terrible story of poverty and deprivation. After a savage beating from their drunkard father, Charley and Nell run away from home to live on the streets, surviving by selling matches and subsisting on a diet of potatoes and bread. The plot does not exactly thicken; they are befriended by a night-watchman and pursued by a gruesome chimney sweep, nurtured and abused by turns. Nell dies. Charley, just when things are looking up for him, is wrongly arrested and driven almost to the grave. All ends reasonably happily.

Vicky Ireland's dramatization, which avoids the twee quality sometimes associated with Victorian evocations for children, nevertheless falls between two stools. The play is at its best when the characters are interacting and the story is moving along, but *every so often the social points that the* playwright wishes to make become detached from the narrative – and things slow down.

It is well performed, with fine broadly-stated vignettes from Ron Welling as the chimney sweep and Jack Lonsdale as a flash thief. There is a musical score, some of it recorded and some performed live by a bowler-hatted pianist. Songs mark important parts in the story and there is some good harmony singing from the cast of six.

Performed on a permanent split-level set, ingenious, adaptable and dourly attractive, the pervasive atmosphere of hard times (the ghost of Dickens hovers over all) is relieved from time to time by odd characters, most especially the dog Esau, touchingly and amusingly played by Debby Cumming.

It it aimed at the 8–13 age group but it would take a mature 8-year-old, and an immature 13-year-old to enjoy it.

Gerard Benson

Love match

Romeo and Juliet.
Compass Theatre Company at Clarendon College, Nottingham.

There are no star-crossed lovers in Compass Theatre's production of *Romeo and Juliet*. Romeo's love for Juliet could prove to have no more substance than his infatuation for Rosalind, were it allowed to run its course. But the pair are manipulated from the start by friends, confidants, and their parents. His friends turn him into a street brawler. Her nurse takes the pander's part, *so anxious* to bring her charge to bed with anyone she quivers with vicarious pleasure. Friar Lawrence's schemes are too Machiavellian for anyone's good; Juliet's reluctance to drink the potion seems like good common sense.

The company of six bring clarity and energy to the many roles they have to double and the staging is simple but inventive. The text is treated with respect but not held in awe. Speeches are sometimes reconstructed to be shared among the cast in the final scene that climaxes on waves of sound.

The Prince may say that some shall be pardoned and some shall be punished, but at the end of this fascinating and arresting production we are left in no doubt that all are to blame.

Nick Wood

Compass Theatre Company, 0742 755328.

Don Hale's Every Black Day (Everyman Theatre Studio, Cheltenham, until November 14) mixes scenes from the life of black US thriller writer Chester Himes (1909–1984) with parts of his *noir* plots, until life and art become inextricable. The play is a lively, and sometimes very funny, look at prejudice. Not so simple a look: Himes' awareness of racialism from the day his brother is refused treatment at a whites-only hospital, contrasts the anti-homosexual note in his work while Jayne Brook's presence in the strong cast of four as a series of desirable women suggests another kind of tokenism.

T Ramsden

ARTS

Keeping it off the cuff

Jazz Education 1987
Sheffield Polytechnic, October 23–25

"A big band is not jazz education" said Scott Stroman at the start of his workshop session with the Leeds College Big Band. By saying this, of course, he put his finger on one of the problems, which beset jazz in schools and colleges, which is that it is relatively easier to put together a loud and flashy combination which will please the parents and the head no end but which is limited in creative educational terms. Jazz is only minimally about being drilled by an enthusiastic teacher. Jazz is essentially about improvisation.

Thus it was that at each of the sessions in this first annual convention the essential point at issue was how to develop within children in school the kind of understanding and skill which will lead them into confident improvisation. Veteran musician and jazz educator Eddie Harvey, for example, took delegates and some school students through a variety of ways of teaching improvisation – by call and response sequences and by the use of a limited range of notes within the pentatonic scale. Eddie is a very classy jazz pianist and not all teachers will be able to provide the kind of accompaniment with which he was supporting these exercises from the keyboard. Nevertheless, his emphasis on the development of improvisatory facility was undoubtedly right and was echoed by all others who spoke. Interestingly, Scott Stroman, working with a band of skilled players, started with his own instrumental chord and response exercises, demanding and quickly getting some imaginative improvised ensemble passages.

Stroman, who teaches jazz and rock at the Guildhall, is optimistic about youth jazz: "There are some wonderful things going on." The important thing for him as for so many other jazz educators is that the doubters be convinced. "It is important that jazz is not seen as threatening other kinds of music making." What we have here of course is the old age of respectability. More than one teacher has discovered for example that a course with the title "Improvisatory Study" is more likely to attract establishment support and funding than is an identical course which has "jazz" in the title.

Among a variety of other contributors to the convention were Digby Fairweather and Stan Barker whose educational work with "jazz college" is well established. However, I got the feeling that the favourite speaker, because he is a genuine chalky-fingered teacher, was Richard Michael from Fife. He too preached the gospel of improvisation with many practical and lively examples and also spoke of the need for enthusiasm and confidence on the part of the teacher. Richard's young son Robin volunteered to play piano during a workshop run by Andy Watson "Can you manage an F7 chord?" asked Andy, clearly doubtful of the use of his volunteer. In reply, young Robin threw off a brief and bouncy Ellingtonesque phrase to the immense delight of the delegates.

Jazz education is still in its infancy in this country, striving for professional standards and a body of accepted practice. It seems likely, however, that the pace is beginning to pick up. We've always had teachers who were interested in jazz, but they are now increasingly seeing it as an integral part of the classroom work. GCSE too is going to clear the ground for teachers who want to work on improvisation. Within the urban communities there is a great deal of work going on in jazz and rock with young people and provided it can be protected from the deadly touch of too much guidance from above, this is going to feed through and influence what goes on in schools.

Against this background, Jazz Services were right to establish this convention, which ought to develop into an influential forum. In attendance were a wide spectrum of educators – teachers, lecturers, advisers. There was Avril Fuller, for example, from Newman School in Carlisle. "Placed as I am running a one-teacher department, I am after all the ideas I can get." And there was John O'Neill, an advisory teacher for jazz pop and ethnic music in Enfield. John is worried, as are so many music teachers, about GCSE assessment of jazz and rock by people who know little about it. "A classical instrumentalist strives for the accepted sound. In jazz the opposite is the case. I could play you recordings of 20 different jazz saxophonists. Each will have his own identifiable sound."

The problems of both these teachers and of many others are immediate and significant. An annual jazz education convention like this one with a good selection of the significant innovators and enablers in attendance is a necessary step towards the framework for tackling them.

Gerald Haigh



Ten years on

Orphans. Devised by the company. The Twits. Adapted from Roald Dahl. Merseyside Young People's Theatre.

Merseyside Young People's Theatre celebrated its tenth birthday by taking both current productions on a whirlwind tour of all five Merseyside districts, West Lancashire and Cheshire. The original company, founded by the present director, Paul Harman, is based in Hope Street, almost in shouting reach of both Liverpool cathedrals and close to the Everyman Theatre. Theirs is not a performance space; all productions go out to an eager array of schools. Two years ago a second, smaller company was formed with a base at the Merseyside Maritime Museum in Liverpool's Albert Dock. The maritime company is required to produce material for visiting schools on themes which are relevant to the museum's priority, the historical movement of people in and out of Liverpool docks.

Their latest play, *Orphans*, was devised by the company for primary schools and it is a hotbed of ideas for classroom debate. Four poor Irish children play together. We see their prejudices and superstitions, their joy at possessing a real pair of boots. It's around 1850 and the potato crop is failing. The sight of a penny or a potato cake is the greatest thrill the children know. Cautiously, the company brings in the notions of land ownership and exploitation, suggesting that the widespread starvation was avoidable. Then an opportunity arises for one of the children to accompany her parents to America. A ship takes her to Liverpool, where she gets lost and joins a band of orphans, who are being benevolently shipped to America as cheap labour.

The subsequent participatory section of the play was a disappointing contrast mainly because there had been no time for the children to digest all the themes in classroom discussion and, apparently, no resources for essential teachers' notes.

The company's adaptation of *The Twits*, touring in all the above named districts this term, is an especially welcome diversion for the children while the region's mainstream theatre undergoes its deepening crisis. Gillian Clayton, Rick Juckes and Bill Morrison are responsible for this lively musical version of Dahl's tale about the grubby Twit couple and their cruelty to wildlife and each other. Like most of Paul Harman's productions, *The Twits* is full of theatrical novelties, many of which can be carried into drama practice at schools.

All the performances were good; Charlotte Medeiraf made a splendid Mrs Twit, rosy-cheeked and smiling one moment, the next displaying all the venom of the worst of Disney's witches. Fraser Duncan played the Roly Poly bird with more than a touch of Superman. And though they were ghastly, at no time were the Twits vicious enough to frighten timid infants. The spirit of Dahl thrives, if not the letter.

Judy Mcewezen

Revolution

To mark the seventieth anniversary of the Russian Revolution, there are two excellent exhibitions of posters in London. **Soviet Voices: Russian posters 1917–1945** (Imperial War Museum until February 21) is particularly interesting as a miniature history of the Soviet propaganda machine. The exhibition covers the period from the early days of the revolution when conventional techniques like those still used in Kupka's lithograph "The Master of The World is Capital, The Gold Idol" gave way to the innovative ones seen here in Mayakovsky's "ROSTA windows", through the period of Stalin's 1929 five-year plan for industrializing the country and the socialist realism of designers like Deni, to the patriotism of the Second World War when the more caricatured imagery of the Kukrynisky Group was prominent.

Soviet Posters of the Silent Cinema (Riverside Studios, Hammersmith until November 15) adds greater substance to the innovations of the Twenties when the camera and graphic arts achieved great unity through the use of photomontage. Rodchenki was a pioneer of this technique but it was the Stenberg brothers, close friends of film directors like Eisenstein, Pudovkin and Vertov, who capitalised on its possibilities. Their work dominates this exhibition, foreshortening, telescoping and rotating the juxtaposed imagery and typography to create the perfect visual metaphor for revolutionary change.

Michael Clarke

Left: "Bella Donna", Alexander Ilyich Naumov, at the Riverside Studios.

Lit. Comp.

Competition No 98. Report by Charybdis

Dear Mister Head!
(Drop dead!)
It's like this, see
(You rotten b)
Darren's not well
(Go to hell)

Darren's Mum's (or Dad's) absence note, supplied by Gerald Vinestock (£4) was quite the untouchest entry in this competition for verse letters where prose would normally be the medium.

Numerous were the replies from kindly taximen patiently justifying their rebutial of outrageous "business expense" claims – a little too numerous perhaps as a proportion of the whole entry. However, George Moor's had the charm I'd asked for and wins him £12. I admired, similarly, the poise of Paul Griffin's missive to his bank manager: he too wins £12. £8 each goes to the four other entries printed in full.

Prize-worthy but alas only. Commended are Sonia Y Williams, Sheila FitzPatrick, Audrey Bradshaw, Hazel Stanley, E J Elwin, Bill Greenwell and Phil Carradice.

Dear Miss Jones, all best wishes for
Your grand achievement of five score
And kindest tweets also to Bill
For whom the staff enclose the Trill.
The regulations, cut and dry,
Rule budgies do not qualify
As true dependants, I admit
He does as a companion fit,
And as a chaplain in a way
Who can the Paternoster say.

But Parliament has final word
To change the status of the bird:
Till then my hands are tied, I own,
To grant his millet, cuttle bone,
Grit, mirror, ladder, bath and bell
As rightly tax-deductible.

George Moor

Having, I thought, correctly
reckoned,
I drew a cheque on June the second
Which by a very tiny bit
Put my account in deficit.
Today, your statement charging me
Ten pounds for the facility
Reveals how quickly you forget
The thirty years since first we met –
Years of large credits never blessed
With any trace of interest.
Yet now my son, one not imbued
With great financial rectitude,
Receives from your abundant heart
Cash to enable him to start
The first account he's ever had–
The very sum you fine his Dad!

Paul Griffin

Dear Sir or Madam, your request
to be considered for the post
we advertised was not expressed
– how shall I put it? – in the most
attractive manner. For a start,
your handwriting is not so much
illegible as abstract art.
The language could be double-Dutch:
I much regret we have not cracked
the secret of your syntax; four
leading phoneticists have racked
their brains to solve the spellings. Your
signature's elaboration
(for artistic but unruly)
forced the double salutation
We remain, Yours very truly . . .

Bob Ingham

So, Mrs Smith, you thought our bill
was steep
For annual service. Strong mechanics
weep
When asked to work strange miracles,
and undo
A year's neglect. It's clear a car, to you,
Needs petrol but naught else:
mysterious rites
With oil and water are beyond your
sights.
That's why the engine seized – a dear
repair
You could have saved with Castrol
and some care.
Batteries, we find, work best when
not bone dry:
An occasional shot of air makes tyres
fly
Cleaning is optional but caked salt
and dust
Has made your car a colander, with
rust.
Lastly, we felt the engine ran much
better
Without the mouse-nest on the
carburettor.

I hope my reasoning makes your
conscience twitch.
Now, will you *still* present your case
to *Which?* ?

D A Prince

Dear Mr Jones, in clearest print,
(We take the care to underline it):
It mentions on your tax return
That, when completed, you must sign
it.
The invitation that you sent
Regretfully we must decline it,
We are already stuffed, you see,
With loads of mail – but people sign it.
As for your standing in your town,
We have no wish to undermine it,
We would appreciate your name
Upon our form – so please, sir, sign it.

Frank McDonald

Dear Sir,
I thank you for your kind enquiry
Together with its thoughtful
adumbration
Of what, when life's lease reaches
its expiry,
You reckon as my final destination,
As for the boiler that you lately
ordered,
And in particular its non-appearance
For its delivery date to be brought
forward
Would presuppose celestial
interference.
There is no guarantee of its arrival
Within six months, nor that its
manufacture
Is of a kind that would ensure survival
Should it in transit entertain a
fracture.
Since in this case it might require
replacement,
I recommend an attitude less fervent:
Perhaps that antique copper in the
basement
Would be the answer?
Your obedient servant . . .

Mary Holthy

Competition No 100. Set by Charybdis

With a generously-enhanced measure of space available for the Result of this, our Hundredth Competition, we ask you to supply a piece of prose (up to 150 words) or verse (up to 16 lines) which in some clever or amusing way explores, utilises or celebrates the *idea* of a Hundred.

Your entry (an anecdote, a satire, a fantastic news report, a new invented myth – it's up to you) could therefore be about a Centenary (or Centenarian), a Centurion, a Centipede, a Century-maker at the Oval, an Olympic Hundred Metres Champion, Napoleon's Hundred Days, the Hundred Years' War, the Chiltern Hundreds, etc, etc.

Rumour has it that £100 will be available for this particular Prize Fund (but only for every twenty-five Hundred Per Cent entries) – and I shall of course be mortified to receive fewer than a Hundred contributions. So come on, pull out all Hundred stops this time and amaze us with your wit, ingenuity and invention. Closing date: November 23.

RESOURCES

Computerized weave design station from Harris Looms



Construction kit from Economatics is compatible with their technology platform



The plastic arts

The latest in equipment for design and technology was on show in Birmingham. Mike Thorne took it all in

If you were looking for evidence of the extent to which the curriculum has changed over the last few years – both at secondary and primary level – then there would have been no better place than this year's Design & Technology Education Exhibition. It occupied an entire hall at the National Exhibition Centre near Birmingham and looked very different from the collection of woodwork and needlework related displays which formed the backbone of the exhibition when it started 10 years ago.

Perhaps the most popular stands were those showing plastic-forming machines of one kind or another, for these have only very recently come down to prices schools can afford. Visitors were queuing up to have a sheet of coloured plastic roughly A3 size and 4mm thick turned into a Bugatti car or a sailing boat.

Vacuum packing

C R Clarke & Co's **Model 1820 Vacuum Forming Machine** was typical. The sheet of plastic is clamped over the top of the device. A heater mounted at the back is then slid over the plastic. Once it has been made hot enough to become malleable, a mould – in the shape of a car, boat or whatever – is elevated into the sheet and the air trapped between the mould and the sheet pumped out very quickly. Hence the sheet wraps itself very tightly around the mould. Because the large sheet size which the 1820 can handle, its price is relatively high (£2,111 to schools after educational discount), but there are other models in the range starting from about £635.

The cheapest vacuum-forming machine that I noticed at the show was the **STM 329** from SATRA (the Shoe and Allied Trades Research Association). This was developed more than 20 years ago to meet an industrial requirement for a low-cost, reliable machine requiring the minimum maintenance. It uses plastic sheets about half the size of the Clarke machine and the other major cost reduction comes from the fact that the vacuum pump is hand operated! Nevertheless, judged by the results achieved in front of us at the exhibition stand, the quality of forming is still high. The STM 329 costs £428 after school discount, though if you're prepared to assemble the machine from a kit (seemingly not a hard task) then it drops to £349.

From the point of view of a manufacturer or distributor, exhibitions are a good place to test hitherto untried market. The Plastic Constructions Group were doing just that with their **Plastic Workshop Bench 2001**. Developed to facilitate training in at least 12 of the current industrial plastic production processes, it comes with its own air compressor, hot air welding gun, vacuum pump, heating oven, strip heater, instruction manual (containing some projects) and a tutorial video. In Europe and the USA the 2001 has established itself over the last 10 years. Given the amazing range it offers, and the fact that its only power requirements are an ordinary 13 amp supply, it may even take off here at the £4,000 asking price.

Up in arms

Robotic arms were attracting less attention this year, but there was still a good range on display. Shesto-Tech Ltd were exhibiting the **Armtech 2000**, a £450 derivative of the now defunct Colne Robotics' Armdroid. Unlike the Armdroid, which had a string drive, it has a (presumably more reliable) toothbelt drive. Shesto-Tech also sell a range of peripherals which can be attached to the Armtech 2000, including a rotary carousel, linear slide base and a teach pendant.

But without doubt, the prize for ingenuity of design must go to Tributics, whose drainpipe (yes, ordinary household drainpipe) based robotic modules were a delight. The idea is that using the parts Tributics supplies connected together with the aforementioned rainwater goods, you can build more or less any robotic device you like – and the result will be robust, to say the least. All the parts you'd need for a tank or crawling vehicle cost £275. These include two speed controllers, two legs, two arms, two tube drives, one "half arm", two idlers, two tee connectors, two lengths of track and 16 clamping straps. A starter kit is just £75 and all of it works with BBC, Amstrad, Nimbus, or IBM PC micros, so long as you buy the appropriate communication box which costs £25.

Locktronics was started by a school teacher 21 years ago with a similarly innovative product – the Locktronics range of functional circuit diagrams. Put simply, basic electrical components are mounted in carriers which are then plugged into a sort of giant solitaire board to make up circuits. But the really clever part of the design was that the carriers are extremely rugged. More recently, Locktronics have followed the modern trend and added the **LK75 Electronics Systems Kit** to their range in which the carriers now contain black box circuits such as logic gates or counters. A starter kit costs £63, each add-on kit £64 and a baseboard £13.60.

Omega Electronics also grew out of the classroom and has really taken off in the last 18 months. Their increasingly-popular range of black box circuits – the Omega Boards – has now been enhanced with the **Omega Experiboards**, which allow real components to be used directly while maintaining the ability to use the black box circuits. Seen by Omega as valuable for the circuit design stage of a GCSE physics project, a set of four boards costs £18.

Apart from forming yourself into a company, another way in which to market good classroom practice is to get the big guns to sell it for you. Thus, Griffin and George, for example, were launching their GCSE Electronics Kit which is based on the Kent Electronics Project devised by advisory staff in Kent. It is comprised of 18 circuit boards and integrated print material published by Oliver and Boyd. Pupils use the boards to undertake a total of 48 investigations, starting with simple sensors and progressing to transistor and logic control. Too comprehensive to take in at the stand and with the kit priced at £49.50, it demands more detailed scrutiny.

At the primary end of the age spectrum, Linic Products were showing an electronic systems kit in which the task carried out by each box is written as a phrase on the box. By connecting the boxes together, pupils are to make a sentence which describes a system solving their problem – thereby implementing the corresponding circuit. For example, three boxes would be connected to make the system "If the button is pressed" "pulses are made to" "light the bulb". Prices have yet to be decided but are likely to be about £10 per box.

Kitted out

Construction kits are also viewed by educational suppliers as a growth area, be they for prototype construction or for the finished product. Testbed Technology is a subsidiary of Unilab which is marketing **Polymek**, a series of easily-worked materials in strip, tube and rod form, which can be tapped and threaded, cut, and heat-formed, together with fasteners, axles, and gears – all based on the same dimensions. The Polymek range also includes specially designed jigs and tools for working on Polymek materials.

The Commotion stand was adorned by an aircraft, wind-sail and fairground wheel made from **Corriboard**. Corriboard is one of a family of extruded fine grain polystyrene foam products for construction purposes and costs £26.50 for 10 sheets 510mm × 760mm. Commotion were also promoting **Plawcotech**, which is a combination of the Plawco wire frame construction system and a school-oriented set of mechanical components. It is claimed to be fully compatible with other construction kits such as Lego and Fischer-Technik. A complete kit costs £49.95.

Spaceframe Kits are aimed at the professional architect as well as the school CDT market. The two main kits cost £15 and one enables box and pyramid type shapes to be constructed while the other is for curved shapes. By combining pieces from the two, almost anything is possible, say the distributors, EMA Model Supplies Ltd. Spaceframe can also be used in conjunction with Plawco connectors.

Several suppliers were exhibiting technology workstations. Marco Electronics, for example, have kitted out more than 30 schools in Lancashire and Yorkshire with their bench-top or wall-mounting workstation which costs £397. It even incorporates space for their new uninterruptable power supply unit (£300), designed to eliminate the frustration of data lost when some idiot yanks the plug out by accident.

What you won't pull out by accident is a component mounted on Economatics' **Testbed Technology Platform**. It is so designed that components from their mini-pneumatics kits can be mounted sufficiently firmly to work reliably, and all thanks to some little T-shaped clips that resemble the things you put in DIY bookcases to hold up the shelves. A mini-pneumatics kit costs £235 and includes a small version of the Technology Platform. Larger ones are available separately.

Even alternative technology was represented at the show. Proops Distributors Ltd were selling a collection of packs of electronic components at very competitive prices and one of these contains three 30cm × 30cm solar cells from £25. Cells of 90cm × 30cm are available at £35 each and a pack containing 12 solar cells and 12 low-voltage motors, which they can be used to drive, costs £25. Other bargain offers included a pack with 100 assorted magnets, one limpet magnet, 20 reed switches and a jar of iron filings, all for £10.

Looming ahead

The nearest I could find to the old-style needlework exhibit was the Harris Looms NC Dobby Designer Loom and computerized weave design station. Impressive looking patterns could first be generated on a BBC micro, printed on a colour printer, modified and then finally realized on the loom itself – again with the aid of a BBC micro. The basic loom costs £1,350 and the weave planner program £750.

Changes to the curriculum apart, if you were looking for a litmus test of what's happened in schools and colleges over the last few years, then the "open classroom" events and the exhibits mounted by various local authorities and colleges would serve to show how much more conscious we all are of the need to publicize the achievements of education. Rotherham's Department of Education had five pupils working on a group project for two days of the show. Their brief was to create a set of all the items to go on a table in a new chain of roadside eating places. When I visited them, they had decided on the name Motor Gourmet for each restaurant and had modelled various items, such as menu card holders, in cardboard. Mustard and ketchup bottles had been formed out of plastic and were being painted by the pupils. There was also a large display of work from primary schools through to sixth form. Let's hope that when Robert Dunn, the under-secretary of state, visited the show on its first day he took careful note of all he saw.

Contacts

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Economatics Ltd, Epic House, Orgreave Road, Handsworth, Sheffield SL13 9LQ
Proops Distributors Ltd, Heybridge Estate, Castle Road, London NW1
Harris Looms, Emmerich (Berlon) Ltd, Wotton Road, Ashford, Kent

On line

IF THE promise that "the ultimate Christmas gift is here" makes you groan inwardly, try this: Prism Leisure Corporation proudly announce their *War Games Pack* for BBC/Electron.

In "Battlezone 2000" your task is to destroy a computer-controlled supertank, bristling with weapons. "Stolen Lamp" and "Empire" encourage the player to employ cunning and theft. In "Roman Empire", your objective is simply "to conquer six countries . . . you must wipe out their troops". Is unthinking annihilation Prism's idea of the spirit of Christmas?

The games suppliers argue that they are only giving the market what it wants, but I doubt it. Plenty of youngsters enjoy educational software that is constructive and non-violent: animation and sound effects need not create death and destruction in order to entertain. Perhaps violent software reflects an unbalanced, obsessional personality in the programmer? Remember *Custer's Revenge*? In that "game" one objective was to rape as many victims as possible. I can't help thinking we need more female programmers.

A GOOD way to start a girl (or boy) off has just been published under the title *Learning Computer Programming in One Day – A Guide to BBC Basic*. Merlyn, the 11-year-old author, is son of Nicholas Albery, chairman of the non-profit Institute for Social Inventions, and father's role in cleaning up the spelling and grammar is appreciated. (Other social inventions, if you're wondering, include Live Aid, the Open University and *Which?* magazine.)

Merlyn wrote the booklet because he "found most instruction books far too long and complicated for beginners". To cover the 16 programs will take around four to five hours. After you've done them you can join the Computer Whizz Kids Club for £1, which provides a badge, programming pen pal and hotline help with programming problems from a Super Whizz Kid. Schools and computer clubs could help, as volunteers are wanted. The booklet costs £2.50 post-paid from ISI, 24 Abercorn Place, London NW8.

THE OCTOBER issue of the *British Journal of Educational Technology* is a 112-page retrospective on the Microelectronics Education Programme, edited by Mike Thorne. Although it contains articles by many key MEP personnel (Richard Fothergill, John Anderson, Phil Russell and Ron Jones), the issue is pleasantly free of nostalgia and defensiveness. Overseas readers (55 per cent of *BJET* subscribers) may indeed puzzle why MEP was axed when its impact was just beginning to be felt.

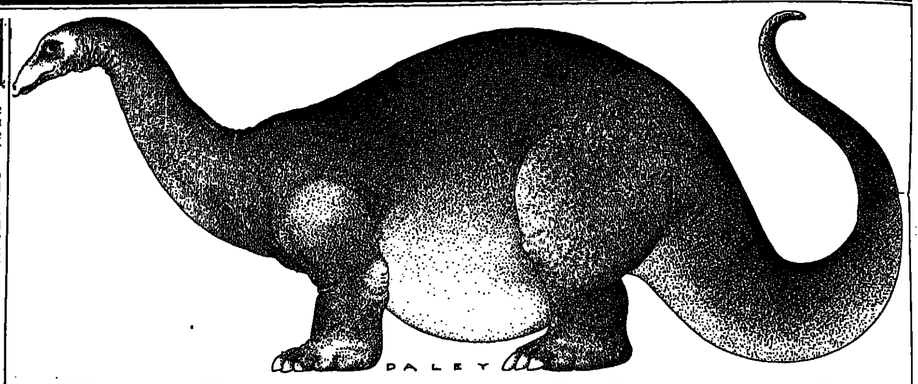
Richard Ennals offers a clear-cut answer: MEP was a short-term ephemeral initiative, part of a growing tradition in British government technology policy. He speculates that MEP was born not from a concern about the quality of learning but from rivalry between government departments (DES and DTI). The provision of DTI-subsidized computer hardware has been counter-productive: the British computer industry "has almost ceased to exist" and "schools are now saddled with decaying equipment".

He argues that the rise and fall of MEP exposes "the bare bones of Whitehall ministerial rigidity and short-term, electorally-governed Treasury cost-cutting". Ennals pulls no punches; his critique is not only highly readable, it's vitally important.

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The dinosaur and the turtle

Mike Blamires takes a critical look at LOGO

Overheard in a LOGO classroom . . .

"She may have made only a square and she really wanted to draw a train but look at the thinking that went into it. We decided to call it a carriage in the end."

Is the computer language Logo really achieving what its advocates claim it can do? Is a backlash against it about to occur? It seems that at gatherings of teachers who use micros, brownie points may be gained by dismissing Logo.

It might be that it is a victim of fashion. Desk-top publishing and spreadsheets are in vogue while Logo is out. It might be that it has suffered from too much hype over the past couple of years, with the result that many teachers think Logo is about "drawing abstract shapes with a turtle" and they can "think of better ways for kids to create patterns, with or without a computer".

Logo advocates would point out very strongly that Logo is not just about turtle graphics. It is a computer language designed to help children unleash the power of the micro.

In *Mindstorms* Seymour Papert outlined the Logo philosophy where the child is an active learner who creates and manipulates knowledge through the medium of Logo. However, while the vast majority of teachers might share Papert's view of the child, they have not in the main chosen to use Logo or even cut-price cut-down versions such as Dart.

Why is Logo failing to thrive? In his book about evolution, *The Selfish Gene*, Richard Dawkins proposed that ideas operate a bit like genes and coins the term "memes". Memes are ideas and the principle "survival of the fittest" applies to them. An example of an evil meme would be Nazism, which had an ideal environment for its propagation in the minds of people in the Germany of the Thirties.

Proponents of Logo could say that the classroom environment is far too harsh. In-service training is needed to make it more hospitable. There have been numerous Logo projects around the country over the past few years but they have failed to make inroads into general classroom usage. Logo advocates may attribute this to the fact that there was not a full version of Logo available on BBC machines until two years ago.

But two years is a long time in educational computing. Most educational software is seized upon quickly if it is thought to be any good at all. So why is the take up time on Logo so long?

Computer languages, whether created for children or adults, can be assessed in terms of their range of application and their optimum focus of application. Logo is best at carrying out lists of commands in sequence. It does this to best effect in turtle graphics where the commands FORWARD, BACKWARD, LEFT and RIGHT are used to tell a turtle how to draw shapes. The turtle might be an arrow on the screen or a robot on the floor with a pen.

The commands can be used to build new commands and form the basis for an exploration of geometry. Thus Logo has the desirable feature of programming languages in that it encourages a structured approach which is described as "top-down".

The usual example given is the drawing of a house. First, the learner creates the command HOUSE, which consists of the commands TRIANGLE and SQUARE. These two commands have also to be defined in turn, using the existing commands for moving the turtle. It is significant that the command HOUSE cannot be called HOME, because that is already a Logo command – but one with a totally different function.

The structural features of Logo provide a rich world for exploration. Some learners have produced impressive spirograph-like patterns and have learned a lot in the process but many others have failed to achieve this. They may be too young, too average, have learning difficulties or be unable to cope with the computer keyboard. However, at least a part of Logo can be made accessible to these childrens when it is modified.

One example is turtle concepts which makes use of the concept keyboard to introduce turtle graphics. The concept keyboard consists of an array of touch-sensitive switches which can be grouped and allocated Logo commands. On to this a paper overlay can be placed, which may have picture prompts instead of words.

But turtle concepts let learners use only a small part of Logo. They are denied the real power of the machine because Logo is text-based and requires ideas to be organized in a coded sequence. Logo is letting them down.

Programmers need to organize their programs in a top-down and sequential structure in order to work out what went wrong when errors occur in their program. As thinkers who can interpret the world in different ways, we have to represent knowledge in many different ways. We may write a list but we are more likely to draw a picture or a diagram.

The old proverb "a picture is worth a thousand words" is at the heart of software developed for the new powerful machines. If you want to do something with one of these machines, you just point at the picture representing that function and it happens. There is no need to be a programmer to control the computer and there is no need to accept a programmer's constraints for representing knowledge. We might want to build models which are relational or multi-layered or which can be radically restructured in an instant and the machines have the potential to let us do it.

In comparison Logo is an unwieldy dinosaur which has failed to keep up with the advances in technology and knowledge of how we can best interact with a machine. Advocates make a virtue out of its necessity for coding, and defend the learner's frequent lack of results by an appeal to the distinction between content and process. The quote at the beginning of this article illustrates the point.

As teachers, can we defend giving kids tasks that are unnecessarily difficult? There is no reason why a child can't produce the results he or she wants and still have learned something as well. It is just a question of using the appropriate tools for the job. We do not have to abandon the idea of a child as an active learner constructing knowledge if we abandon Logo.

In defending Logo uncritically, some advocates are turning their philosophy into a religion whose central tenet might be "Thou shalt have no other tools than Logo". Perhaps in order for the philosophy of Logo to flourish we should disregard the computer language and start demanding "meme machines" which really do let children represent and communicate idens.

Mike Blamires is Co-ordinator for Software and Technology at MESU's Redbridge SEMERC.

Dump

Screenprint
ROM For the BBC B, B+ and Master
£25 + VAT
ESM Duke Street, Wisbech, Cambridgeshire PE13 2AE.

Many of the best programs around today use imaginative screen displays and most schools will have an Epson printer. By having this new ROM from ESM installed in your machine, you can now print out any screen from any program in about three minutes.

"Screen-dump" ROMs are not new, but this one – written especially for educational use – allows interruption at any time to perform a dump and to resume afterwards with things left unaffected, just by pressing Control-P or Shift-Control-P. In the early days, when most of the programs available to schools were written in Basic, those with any knowhow could usually add a line to the program to perform this function. Now far fewer users have the knowhow and far fewer programs are in Basic, and "adjustable" in this way. So this is a welcome piece of utility software which can increase the flexibility of computer use for all ages.

A small ideas booklet accompanies the ROM, with full fitting instructions, a description of how to operate it and, most important, ideas for classroom use. For example, it is an obvious advantage to have a reminder of a screen which can – in paper form – even be worked on away from the computer. Such displays, while a little small perhaps, can form part of the classroom environment. For work with teachers who are unsure about use of the computer, a sequence from the program in question could be incorporated into a small "manual".

There are two warnings. I could not make the ROM work with an NEC printer and ESM were unable to help. You would be well advised to check first. Then certain programs – those that write directly to the screen or are heavily protected – may not dump properly. However, for every one of these you meet, you will find many more that accept the instruction all too readily. Because of this, the temptation to keep dumping may be too much for some children. It is a good idea to disable the ROM when not wanted.

Mark Sealey

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Cockcroft and Rumbold



Ask the great

SCHOOL RADIO
Teachers Talk
Radio 4 VHF, Thursdays 11am

In this series of five-minute weekly programmes Graham Tayar talks to some of education's great and good about the National Curriculum. To date he has had two conversations with Angela Rumbold, the Minister of State, two with Sir Wilfred Cockcroft, chief executive of the Secondary Examinations Council, and two with John Sellars, chief executive of the Business and Technician Education Council.

These programmes are fascinating examples of the interviewer's art. Each discussion lasts about three and a half minutes, with roughly 30 seconds for each question and answer. Graham Tayar draws a good deal out of his subjects, though he does not press them very hard. He might usefully have asked Mrs Rumbold to develop her comment that English, maths, and science are the core of the primary curriculum, but other subjects are important "as they come in at secondary level".

Mrs Rumbold was generally reassuring, of course. Much good work is being done in the schools, but it is a little patchy, and the Government believe that a central thrust will help to promote sequential learning. There will still be room for quite a lot of diversity, including subjects such as Latin and Greek, or home economics. Much will still rest in the hands of head teachers and heads of department because the Government hope each school will develop its own ethos. Schooling will seem more relevant to pupils who can see its purpose more clearly. Employers will know what children are being taught and what they have achieved.

Sir Wilfred Cockcroft agreed with these aims. But developing examinations for pupils of all abilities, and schemes of assessment for children of seven, 11, and 14, would require big changes at the centre. The new Schools Examinations and Assessment Council would need staff and members with different and wider expertise than his SEC. In assessing practical work they would learn much from BTEC and City and Guilds. In many subjects students need to be proficient at one level before proceeding to the next, and this may point to a series of tests to be taken, not at stated ages, but when each student is ready.

John Sellars was much reassured by the previous two speakers. A narrow interpretation of the proposals might stifle important initiatives such as TVEI, careers education and life skills. But he felt that the National Curriculum left room for these, though 30 per cent of the week might be better than 20 per cent. BTEC and City and Guilds had much to offer from their experience in assessing the practical application of course work.

Taped, and taken as a whole, the programmes are well worth half an hour. But how many teachers can snatch five minutes at 11am, and how useful is an isolated three-and-a-half minute discussion on one aspect of those momentous changes? It isn't long enough to develop a reasoned critique. I wonder what the president of the Welsh Secondary Schools Association and the Roman Catholic Bishop of Salford will make of their chances later in the series.

John Mann

John Mann is Director of Education, London Borough of Harrow.

Terrain of Spain

Brian Hill wants to catch the next plane

CONTINUING EDUCATION
España Viva
BBC1 Sundays 11.45am; repeated BBC2 Saturday, 5.45pm
Radio 4 VHF, Sundays 5.30pm; repeated Saturdays 5pm
Course book £6.95, teacher's notes £2.50, two audiocassettes £5.95 each, three discs for BBC micros £22.95.

The BBC's eagerly-awaited Spanish series *España Viva* starts on Sunday. It is a genuinely "multi-media" course with 15 television and radio programmes, cassettes, students' and teachers' books and computer software.

The tone of the course is set by the beautifully-filmed television programmes, which make you want to catch the next plane out. They are full of attractive images of Spain and its people, reflecting life in and around Madrid, Sevilla and Santander. The presenter, Yolanda Vázquez, is enthusiastic but natural, and the neat techniques used to introduce key vocabulary and the different elements within the programmes are most effective.

There is a fast-moving mixture of explanation and information in English, plus vox pops with Spaniards in a variety of situations. The key words are adequately reinforced or repeated and mini viewing activities keep viewers on their toes.

Each television programme also includes two short documentary features on different aspects of life in Spain. The aim is to get the learner used to the sounds of Spanish and to show something of the country. Although colourful, informative and ingeniously edited with English sub-titles, these may not work for everybody. In fact, there is a danger that they could alienate some students, particularly those trying to learn alone without the reassurance and support of a teacher.

The problem is the vast difference in levels between the sections. Programme 1, for instance, teaches basic phrases such as "*hola, buenas tardes*" or "*me llamo Santiago*", while the level of language in the reports is reflected in phrases such as "*En el centro turistico de la ciudad, desde principios de siglo*". However attractive these items are, and however accurate the sub-titles, it is difficult to perceive any linguistic pay-off. It would probably have suited beginners much more to have had mini reports with carefully-controlled vocabulary exploiting explicit links between sound and pictures – as in the EFL series *Follow Me*.

Running in parallel with the television series are radio programmes. The Sunday broadcasts are 15 minutes long and the Saturday repeats 30 minutes, due primarily to the addition of an extended interview in English. Programme 1, for instance, has a useful discussion with course designer Derek Utley giving advice on how to make the most of *España Viva*.

The language teaching in the radio programmes focuses on the same points as in the television broadcasts, giving learners further opportunities for practice. There are interviews with Spaniards, explanations in English, exercises and recordings of a Spanish class in Coventry.

This latter feature is an interesting idea, providing a realistic vehicle for answering learners' questions and allowing them to identify with other students. On the other hand, radio students may not be as stimulated to participate in the vicarious learning as they would in exercises aimed directly at them. Its success will depend on the proportion of time devoted to it as the course develops. A little will probably motivate and interest; too much could lead to passivity and a feeling of frustration.

The course book is attractively presented and contains a transcript of the radio and television interviews, plus explanatory notes, key words, simple grammar and exercises such as matching activities, gap-fill, prediction and games. The "spot checks" to focus learners' attention on the most important phrases in the various dialogues are a useful addition.

The multi-media package is completed by teachers' notes with transcripts and follow-up suggestions, two cassettes for intensive study of the core dialogues and pronunciation practice, and three floppy discs for the BBC micro with games, further exercises and the possibility of monitoring individual progress.

In the hands of an experienced teacher who can use the various elements selectively, *España Viva* will provide an excellent introduction to the language. People learning alone will doubtless be interested and motivated, but there is the danger that they could become somewhat bewildered as they try to put the different bits together, particularly as there are very few explicit links between the television and the radio programmes.

All in all, *España Viva* is the most comprehensive and effective package for teaching Spanish yet produced. It is a professional, thorough and interesting course, fully in line with current methodology, and should make a major contribution to improving the teaching of Spanish in Britain.


Barrio de Santa Cruz, Sevilla


Presenter Yolanda Vázquez

Licence to daydream

Catherine Benson on a series for juniors

SCHOOL TELEVISION
Picture Box
ITV Schools
Channel 4 Wednesdays 11.22am, repeated Fridays 9.42am

With so many television programmes available to schools and in the light of crowded timetables, teachers have to be very selective about the programmes they use to enhance children's educational experience. *Picture Box* is a well-presented series designed to stimulate the imagination of children from eight to 11 years.

Each programme could give rise to much creative language work along with art and craft. Glimpses of the latter are seen at the beginning of each session and one school's work is shown each time, though rather too briefly to be of real value.

However, the teachers' handbook that accompanies the series does offer other ideas. The handbook is excellent, if rather prescriptive, and gives a full-bodied list of resources and suggestions for follow-up work. The following headings will give a taste of what is offered: "Resources for Teachers" – books, stories, readings, poems and music; "Activities for Children" – thinking and talking, art and craft, movement and drama. There are also ideas for geography and history where appropriate.

Under the heading "English", the tone is rather stilted. Some of the suggestions are quite worthwhile but others are narrow and old-fashioned – of the A Day in the Life of a Bucket genre. It would be far better for the written work to stem from the children's own ideas after watching a programme. Similarly, the activities suggested under "A Mixed Bag of Things to Do" need careful consideration and possible weeding.

Nevertheless, the handbook is extremely valuable and its introductory passages for each set of programmes are a must to read before viewing. They give a brief synopsis of content, and this is important, for not all the programmes are suitable for the age ranges stated. Eleven-year-olds, for example, would enjoy and sustain interest throughout "Lions Are Free", but "Cinderella" and "Swallows and Amazons" would probably fall beneath their level of sophistication. "The Gift of the Nile", on the other hand, spanned too large an age interest, with parts suitable for younger or older children but not consistently for both throughout.

Of course, not all of the series need be viewed, as the topics covered are either in one or two parts and it is possible to select only those programmes suited to the educational need at the time. "The Stuff of Nonsense" would by itself provide an excellent stimulus for creative thinking and writing.

All the programmes are beautifully made. The films used are of outstanding quality, from an Egyptian story told through narration and sculpture, to "Paddle to the Sea" with its wonderful scenic photography. Cartoon film is also of a tremendously high aesthetic standard, and much could be made of the music, particularly from "The Owl and the Pussy-Cat" in "The Stuff of Nonsense".

"Paddle to the Sea" was my particular favourite. It told of a vision of an idea that we can all have in one form or another, and gives us licence to daydream.

OFF AIR

This week's guest columnist is Philip Simpson, head of education at the British Film Institute.



TAPING TELEVISION programmes for classroom use is illegal unless they are explicitly made for education. The Copyright Bill before Parliament this session, however, will modify the law to allow off-air recording of the general output for education purposes, provided that there is no certified licensing scheme covering the programmes.

How such licensing schemes will work is not yet clear: which programmes will be licensed, how much such licences will cost, and who will pay, are questions still to be settled. Media teachers will welcome the chance to teach about television legitimately at last, but some are apprehensive about the potential cost to schools or local authorities.

Teachers see media education as an area broadcasting authorities could support through licensing schemes which are simple to operate and modest in cost. If the schemes end up being cumbersome and expensive, a Bill intended to help education will have the opposite effect.

HAVE THE National Curriculum proposals altered the progress of media education? No mention is made of the subject in the consultation document, either as a foundation subject or as a cross-curricular theme. Given the success of GCSE media studies (300 schools entering pupils already, five examining boards offering courses), the interest provoked by the BFI/DES Primary Media Education Working Party, and growing parental interest in the relationship between children and television, the absence of any reference to the media is disappointing, though not surprising.

Both the Society for Education in Film and Television and the British Film Institute have responded with arguments for media education, but along different lines. SEFT want media studies as a foundation subject, fearing that it will be diluted otherwise; the BFI, while arguing for the vocational and non-vocational value of media studies as a 16-plus option, is committed to media education as a cross-curricular subject in primary and secondary schools, with the strongest base in English. Both stress the practical and critical elements of the subject and are looking for further discussions with the appropriate subject boards.

THE DES report *Popular Television and Schoolchildren* sparked off a bout of TV bashing in the popular press when it appeared in 1983. Since then, 10 regional working groups have met once a term to follow up its ideas. The groups, which include parents, teachers, and representatives from television, have worked on projects such as in-service training proposals, day schools and conferences about children and television, a five to 16 curriculum in media education, and the production of videos encouraging parental involvement.

At a recent meeting of representatives, it was announced that £5,000 would be available from the DES to support them this year. Though some groups were responding to the National Curriculum proposals, their main task will be to involve parents more, either through direct approaches to parent organizations or through school-based projects designed to make the best of the 19.59 hours a week the children spend in front of the television.

Nick Baker is on holiday. Next week's guest columnist will be Sean Day Lewis.

END PAGE

Not so simple

Can the impressive results achieved through 'conductive education' in Hungary be imported to Britain? Stanley Segal asks

Why question whether Dr Andras Peto's conductive education (or educational system for overcoming motor disorder) can take root in Britain? In 19th-century America, did the fact that Seguin was French prevent him from advancing the work of his tutor Itard? And are their books the only classics in the field of mental handicap? In 18th-century France, did the fact that Pereira was Portuguese and a Jew prevent his work from inspiring the education of deaf people? How many of us know the birthplace or even the sex of Decroly, Braille, Descourdres or Montessori, or even the name of the remarkable Professor of Linguistics, African languages and Computer studies in Michigan whose speech-making machines made it possible for the talented Dick Boydell, himself a victim of cerebral palsy, to produce that moving BBC documentary: *Finding a Voice?*

The importance which the decision-makers in Hungary attach to conductive education is impressively visible in the new Andras Peto Institute for Motor Disorders which stands in a commanding position in the Buda hills. The success rate in getting children to achieve "orthofunction" – appears phenomenal, 60 to 70 per cent. Even if the total need for places as estimated by Dr Maria Hari, director of the Peto Institute, has still to be met (despite using the old building as well as the new one), it is plainly being tackled on a national scale, methodically, and as a high priority. On the face of it – through our Hungarian colleagues – the civilized world has the technique to triumph over yet another category of special needs, and we can now focus more upon such issues as what to do for those children who are not accepted by the Institute or who do not achieve "orthofunction"?

Obviously those who are impressed by conductive education should have an appropriate sense of urgency. Indeed, some 20 years ago the Spastics Society had already sponsored a conductive education centre in Luton (pioneered by Esther Cotton) which I visited. My interest at that time was sparked off by my role as head of an i.e.a., all-age special school for the physically handicapped; named after a polio victim, Franklin Delano Roosevelt; and a reminder today of the changing pattern of *handicaps*.

What I saw in Luton left me perplexed, with a great deal to brood upon. At one end of the "curve of normal distribution" in every nation there is the complex challenge of multihandicaps, where handicaps are less separable and more pronounced than in the mainstream. At this extreme the importance of devising a co-ordinated approach to the indivisible child is most obvious. I was not the only professional who dreamed of the day when a new, introductory profession might evolve, attractive to idealistic young people, into which there was input from a number of relevant professions, in this respect the emergence of "the conductor" had certain attractions for me.

But my school would not have been able to produce even one homogeneous group of the size and age-range I saw at Luton. Moreover, the professional and administrative infrastructure in my school made it difficult to visualize Esther Cotton's approach there. Only voluntary bodies serving specific "categories" (like the Spastics Society), or highly-motivated, determined, influential groups in densely populated areas would be capable of devising a suitable experiment. Having been in education for 40 years I could not ignore the fact that the prestige of an institution has often depended upon an unwritten curriculum which could be transformed with the departure of the head or a key teacher.

As I spoke to Dr Maria Hari I began to suspect that I had an encyclopaedic ignorance of conductive education, and that the resistance to its importation might prove even more complex than I had first thought. I was certainly startled to hear her say, for example, that no country other than Japan had set about importing conductive education in an appropriate way. Even to be a trained conductor – trained in Budapest – was not enough! The conductor had to be part of a conductive education system in which all members knew exactly what they had to do. It took two years – said Dr Hari – before a student discovered what she did not know, and a further two years to gain the necessary knowledge.

As an experienced colleague informed me, Japan had attracted male students who first studied Hungarian and then did the conductive education course in Budapest. Some married Hungarian women. By choosing men there were no interruptions for child-bearing or child-rearing, and a greater prospect of planning for, and nurturing reserves. Japan had planned its experiment thoroughly.

In Britain importation into the education system would not solely involve finding ways of turning professional and departmental cages into climbing frames, or finding generally acceptable ways of catering for each child from the moment of waking to going to bed. Our open society accentuates the law of unequal development. There are disturbing variations in provision not only within authorities but between them. We do not know how many families with a physically handicapped member uproot themselves (as did so many with a mentally handicapped child prior to the 1970 Education Act) in order to move from a local authority which makes little provision, into one where provision is more generous. In this sense Britain is a microcosm of the uneven, complex world.

Hungary attached great importance to specialists and special schools. Its special school population (2.8 per cent) is well over twice the 1.1 per cent to be found in England and Wales. At a time when not more than 22 per cent of the staff in our special schools have the additional special qualification, no fewer than 68 per cent of Hungary's special educators have completed the four year course at the College of Special Education in Budapest. The otherwise healthy confluence of forces in Britain which has encouraged the integration-community-care trend, is in places leading to a sharper focus on integrating Warnock's 2 per cent than on meeting the needs of the 18 per cent already in ordinary schools. There are fears in the current economic climate of a loss of leaders in the field.

But all is not simple in Hungary either. The Institute for Motor Disorders did not have an easy birth. It is in a sense a breakaway from the college where it was nurtured, although it may well be spiralling back to a new relationship with it. I could not avoid a suspicion that only a person with the single-mindedness, conviction, experience and skills of a Peto could have created the required infrastructure on such a scale, and that a great many problems have yet to be resolved there.

A law in 1986 and subsequent regulations have reduced the hours that trainee conductors are allowed to be employed in practice and extended the hours during which they must study. The status of the special teacher is everywhere higher than that of the conductor who has to qualify further at the College of Special Education if (s)he wishes to progress through the education system.

Because nations, as Dr Mary Sheridan once said of children, are subject from birth to "the compelling forces" of heredity and environment, I began to wonder, during my discussion with Dr Hari, whether we had here any parallel in scientific and other content with work in the USSR. Was it possible that the content of conductive education wns such that with appropriate pupils it led to a blossoming of the personality in the action process? There were responsible colleagues who thought that it did. Could it be that "orthofunction" was so vital to the quality of life of children the world over, that this was endangered by delay, or failure to achieve it?

The answer to this must determine the priority to be given to it. Is hi-tech now opening up breathtnking possibilities and prospects which could be light-years away from much of current theory, practice and provision? We lack a central multiprofessional think-tank or monitoring body to guide us; or even to help convince parents that we are a caring, humane community doing all that is possible for their handicapped children.

The children who entered our schools when Mary Warnock was finally appointed reached the statutory school-leaving age in 1984. But whether or not conductive education can or should be imported on a more general scale remains a question for the future.

Professor Stanley Segal is life president of the National Council for Special Educaiton and the former principal of the Ravenswood Village for the mentally handicapped.



Katalin Arkell

'The importance of a coordinated approach to the indivisible child is obvious'

No marks for effort

Pauline Gay meets a would-be student whose own enterprise has cost her a university grant

Vanessa Connolly did not go to university when she was 18 because her mother was seriously ill and she was needed at home. So now, 13 years later, having secured a place at Churchill College, Cambridge, to study history, she never for a moment doubted that she would get a grant.

But she was astounded to find she did not qualify and that to go to Cambridge this autumn she must find £2,000 to £3,000 a year to fund herself.

"It is not an opportunity that happens twice," she says. "I could not believe it. I was terribly shocked that I would not get a grant. There are people who get two or three grants."

What her case has shown is that studying in your own time and at your own expense can later prove to be a handicap. Far from being the benefit it seems at the time, it can mean that later on you are debarred from receiving a grant to study for a degree.

Vanessa has never been to college or received any local authority grant, but what she has done is to study part-time at her own expense. And because she succeeded in qualifying as a surveyor that means she is now debarred from receiving public money.

"I have worked and paid taxes continuously for 13 years," says Vanessa, "but the Government's mandatory awards regulations debar me from getting a grant."

The rules say that anyone who has a professional qualification is not entitled to a mandatory grant. Vanessa completed a correspondence course to qualify as a surveyor.

Ironically if she had failed in the course, she would now be entitled to a grant. "The fact that I stuck it out under quite difficult conditions has gone against me," says Vanessa.

The rules which debarred her from a grant could equally apply to people who have completed Open University courses.

She applied to Cambridgeshire County Council Education Department for a discretionary grant but that too has been turned down.

Vanessa is married to a surveyor who, like her, does housing association work. "It is difficult for both of us to get jobs in the same area because it is such a small field," she explains.

So she thought she would explore something new. "I don't want to get a decent degree behind me"; something she might have expected to be encouraged by the Department of Education and Science which currently spends £12 million a year persuading universities and colleges to be flexible in providing suitable courses to update the skills and knowledge of professionals in mid-career under its PICKUP programme.

The DES will not comment on an individual case, but a spokesman said grants of this kind were within the discretion of the local authority.

Vanessa Connolly has raised the problem with her MP in Cambridge, Mr Robert Rhodes James. "In the 10 years I have represented Cambridge, I have never come across this before," he replied.

But his secretary said later that there was nothing the MP could do to help. Grants were a matter for local authority administration.

At the county council, the senior administrative officer who deals with grants, said that Mrs Connolly's case was not unusual as it appeared. "Quite a number of women who have been accepted for degree courses at the university, Homerton, or Cambridgeshire College of Arts and Technology are not eligible for mandatory awards."

Grants for first degrees are largely funded by the Government. But when it comes to discretionary awards these are paid from the county council's own pocket.

Cambridgeshire's awards sub-committee received a written submission from Vanessa Connolly but turned down her appeal.

She has now embarked on her university course, having cashed in a contributory pension scheme and raised £2,000. With her own savings that should cover the cost of one year's fees of £2,500.

Her only other financial asset is a grant from a charity of £300. "I am living from hand to mouth, day to day," she says. "It is having a terrible effect on my studies – wondering how I can find the money next year and the year after."

"I feel bitter more than depressed," says Vanessa. "It is so incredibly unfair. Everybody admits that but neither central nor local government is prepared to help me."

English

Opening up Shakespeare ● A plot to get them going 36
Accountability: which way forward? 37
Primary: talking to learn 38
Primary: is there a place for English? ● From language to English 39
Dirty stories ● Short stories: a special kind of reading experience 40
Primary: Red!, starting point for a project 41
East Anglia PGCE project ● An aim for teaching English 42
Book reviews 38, 39, 41



The spoken word is being stifled by the system

Talk down

ROGER KNIGHT

"The spoken word", says the American critic Walter Ong, "is somehow always radically inaccessible: it flees us, eludes our grasp, escapes when we try to immobilize it". Like literature itself, Ong's words are a reminder of the expressive potency of language and of the limits of human understanding: "the word as sound signals interiority and mystery (a certain inaccessibility even in intimacy)".

That way of honouring language and its speakers will commend itself to many English teachers. HMI, in their excellent *Teaching Poetry in the Secondary School* (1987), strike the same note. Keats, they say, knew the value of "exploratory talk", "with a sense more of its mystery than its group dynamics". "Minds", said Keats, "leave each other in contrary directions, traverse each other at numberless points and at last greet each other at the journey's end". The best oral work to be found in our schools is sensitive to such insight. There is now, thankfully, a widespread readiness to value the expressiveness of individuals' speech above its conformity with narrow models of correctness and social acceptability. We have seen real gains in humanity. Many classrooms are livelier, more productive and more tolerant places as a result. With apparently undeniable logic, the GCSE has accordingly given unprecedented prominence to the spoken word – or, in the new-fashioned terminology – "oral and aural skills".

And that, emphatically, is where the gains are abruptly reversed; where the humane impulse that prompted them is stifled beneath the weight of a system invented in its name. Dubious in its theoretical foundations, bemusing in its implications for practice, that system is producing much dismay among many of those charged with making it work.

I am not surprised. A trawl through the GCSE syllabuses leads one into a country where there is no echo of Ong's "interiority" and "mystery". Their language is of a kind that, HMI rightly urge, English teaching is there to combat: "language separated from moral and emotional life . . . a trail of clichés which neither communicate with nor quicken the mind of the reader". (*Teaching Poetry*). The humane determination to give the spoken word its due is cruelly compromised by the machinery invented for its assessment; a machinery reflected in a predominantly mechanistic idiom: a compound of behaviouristic computerspeak and bureaucratic phrase-making that denies the living language in an attempt to describe its "operations" and assess pupils' "skills" in handling them.

Characteristically, teachers are envisaged as "stimulating" pupils' "oral contribution"; conversations become "one-to-one exchanges"; the living spark that flies between people is extinguished in a blanket of neutral phrases such as "oral communication situations", within which "interpersonal skills" and "varieties of style" are "deployed" by students and "monitored" by teachers.

The misbegotten desire for objectivity issues in a vocabulary that, ostensibly precise, is jarringly inappropriate to what we have traditionally valued in the teaching of English as an expressive and imaginative discipline. "Words", said Tennyson, "like Nature, half-reveal/ And half conceal the Soul within". Words so conceived have no place in the tight and arid world of the following:

> (The Grade 1 candidate can be expected to have demonstrated competence in:) deploying a range of speech styles appropriate to audience and situation and taking responsibility for or contributing considerably to the maintenance of an appropriate atmosphere to facilitate effective communication.
> (National Examining Association)

The dulled rhythms and bureaucratic phrases that dominate this typical prescription compose a painful irony: they are unmarked by the cadences of speech, by the very essence of what they offer to describe. Flesh and blood children don't "deploy", "maintain" and "facilitate" the living word, here neutered in the phrase "effective communication".

The most significant effect of such a style is to give credence to the machinery of assessment and to discourage curiosity about its purpose. The promise of objectivity, of lucidity and coherence, is illusory. Wherever we look across the oral communication syllabuses, we find the same result: imprecision and incoherence parading as their opposites, at times a kaleidoscopic randomness of phrasing in which the elements seem perfectly interchangeable. For MEG, a grade 5 candidate will be able "to present facts, ideas and opinions in a recognisable order". Grade 4 will do the same "in an orderly sequence"; Grade 3 is "consciously ordering them for the benefit of an audience".

There is an air of desperation about this kind of word-play; at its least penetrable it incorporates notions of acceptable speech from a variety of traditions that cannot begin to cohere within the overall system. So, the Welsh Joint Education Committee, while allowing the importance of "paralinguistic skills" (including, quaintly, "appropriate body movements"), includes within its various grade distinctions recommendations that pupils "have some control over power, pitch, pause and emphasis"; "have some skill in simple rhetoric"; "can successfully take on a variety of roles" and "show sophistication in listening and speaking". The last must have been taken from one of those guides that promise to make you a less boring conversationalist.

The enumeration of supposedly discrete "skills" becomes a treadmill; the machinery acquires a momentum that dulls understanding. "Spoken language", say the London Examining Authority, "should be used spontaneously, as a result of having something to say":

> Candidates will be examined in groups of either 5 or 6. A group discussion will follow each talk, lasting about *five minutes*. All candidates will be expected to take an active part in the discussions and their contributions will be assessed as an integral part of the examination.

Here is the system dictating its own terms and in so doing flying full in the face of the aspirational vocabulary that introduces it. You cannot at one and the same time make spontaneity your chief value and insist on that cramping little sequence of engineered talks and pre-set discussions. In practice that sequence must simply ignore the true meaning of the words in which it is described: "a group discussion will follow" – nothing very spontaneous about that prescription. If the talk is banal, futile, boring or incomprehensible, there's nothing for it but for the wide-awake candidate to act up as though it were anything but.

It is in the light of such confusion that the ubiquitous word "performance" takes on its full ironic resonance. Whatever may be intended in stating that it is the "general oral skills" of the candidate that will be assessed, in practice it will be a specialized feature of speech that will have to be developed if good grades are to be won: the capacity to "perform" according to desiderata that arise not from "having something to say" but from having to say something.

Generously interpreted in the hands of inventive teachers, the strengthened emphasis on the spoken word will no doubt be productive. Not all will be satisfied to serve as the well-trained technicians envisaged in the prescriptive vocabulary, monitoring, naming and numbering. Nevertheless, quite apart from the impossible and distracting burden that the machinery places on teachers, compulsory assessment in oral communication represents a radical misconception of the English teacher's role.

While what has been called the "Social Accomplishment Model" of English held sway, its undisputed curricular territory was indeed "English". At its least attractive extreme it was Speech Training. With that model thankfully now moribund and with a general acceptance of the connection between talking and learning, it follows that no one curriculum area is more appropriate than another for the development of the spoken word. However, that the attempt to assess the spoken word should have generated a quality of expression so insensitive to its nature signifies a misdirection that teachers of English ought to be the first to resist.

(A full review of the Oral Communication syllabuses appeared in the Summer issue of The Use of English.*)*

Roger Knight is a senior lecturer in education at the University of Leicester and editor of *The Use of English*.

Attacking apathy

Teaching English and Language in a Multicultural Society. Edited by Andrew Stibbs.
National Association for the Teaching of English £4.50, £3.50 (NATE members). inc. p&p from NATE, 49 Broomgrove Road, Sheffield S10 2NA

"Overall, the items in the pack present practical classroom guidelines and activities informed by a consistent perspective on language, culture and injustice." The ideas are readily accessible and should enable teachers to address the prejudices, stereotypes and explicit or implicit racism of the wide-awake candidate to act up as though it were anything but.

It is in the light of such confusion that the ubiquitous word "performance" takes on its full ironic resonance. Whatever may be intended in stating that it is the "general oral skills" of the candidate that will be assessed, in practice it will be a specialized feature of speech that will have to be developed if good grades are to be won: the capacity to "perform" according to desiderata that arise not from "having something to say" but from having to say something.

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had in mind particularly teachers in all-white schools and not just those who work in multiethnic/multilingual schools.

To this end the pack contains reading suggestions for teachers, a starting list of books for which classes which raise issues of oppression, cultural conflict and racial hostility, an article analysing racism in comics and so on. Several pieces which appear to be relevant only to ethnically and linguistically mixed classrooms, do on closer inspection raise much wider and more general issues: the benefits of collaborative and/or mixed ability learning, the relationships between talking, writing and learning, language and identity.

It is Harold Rosen, in familiar style, who helps us to clarify what we actually need to understand by the terms "linguistic and cultural diversity". His article applies them to class rather than just ethnicity (one could do the same for gender) and particularly as they relate to a pupil's educational status and success. The question then is what is the "norm", the "standard" and who decides? The ball is in the teachers' court here.

Teaching is nearly always about making choices and the lists given – of publishers, journal subscription details, bookshops, resumé's of novels, Caribbean poets etc. – are detailed, informative and up-to-date. It was interesting to note in the list of Caribbean poets published since 1980 for the first time that six out of the eight were women: another imbalance redressed.

I have two main quibbles about this otherwise useful compilation.

One: Despite NATE's concern to reflect and address the entire age range, there is in the pack an undoubted bias towards top junior and secondary pupils. Two: I was disappointed that so many of the papers were reprints from other journals including NATE's own, and on the committee's own admission "already dated". The way round this is for more teachers to come forward and share their ideas and good practice and this is in fact what the committee is asking readers to do. I hope the response is overwhelming because the issues are too real and important to be apathetic about.

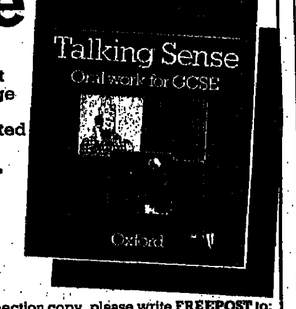
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EXTRA

Opening up Shakespeare

Role report

ANN HAGEN

I was bored, and although my class were writing busily, I felt they were bored too. Perhaps a weeks' induction course hadn't told me all I needed to know about teaching A level English and professional advice to write up my work on Anglo-Saxon food and drink for a second degree was not proving directly helpful. I had fallen back on teaching as I had been taught, so where was the technological revolution? Surely the information I was reading from my notes would have been better dealt with in a typed and photocopied handout. We could have gone through it in a few minutes and then have had time for something more interesting. In the past some of my students had gone on to English at university, but I did not feel the majority had been particularly well-served. How was I to teach Shakespeare so that all the class felt involved? The answers came on a DES course.

The basic format that we were shown works remarkably well. I was lucky enough to be able to move my Shakespeare lessons into the hall, where there is room for two or three groups to work independently. In groups small enough for everyone to have a speaking part we read through a scene – or part of a scene – three times, changing parts after each reading. My suggestion to cut down the number of readings to two was rejected: the class need the time to get a grasp of the scene, even if I don't. Questions elicit the explanation of meaning, because it is necessary for the task in hand, not because that particular passage may be set for comment in an exam a year away. After this we walk through the scene once or twice. I find it helps to keep a low profile – quite literally, by sitting on the floor. This way the students seem less likely to ask my opinion, coming to their own decisions, and I am less likely to interfere. Having to show what is happening, what characters are feeling, means active involvement with the text.

Role-play has proved a very effective lead-in to discussion about the play. The press conference format we were shown is ideal: the teacher takes the most difficult role and maintains overall control, though it is difficult to remain impassive in the face of particularly astute questioning. As palace press attaché I announced the accidental death of Ophelia, and was surprised at the interest shown and number of questions asked: our future law student came into her own. It is as well to tie in this lesson with media or general studies if you want the reporters to write their accounts in the styles of their newspapers. I omitted to do this, and they all read like the *Daily Telegraph*, the most popular of the three papers taken at (boarding) school. You will find that you have the basis for a general studies lesson on the Voice of Authority, if you discover as I did that in every case you have been written up as a spokesman.

Irritated by what they see as Hamlet's vacillation, almost every class asks, "Why doesn't he tell someone what's happened, and get Claudius put on trial?" I wondered if we could explore this question with some role-play. The props were very simple: typed slips summoning the witnesses to appear at a particular time and place for the defence or prosecution in the case of Crown v Claudius, to bring with them such documentation as was germane to the case, and giving the name of the presiding judge. The two counsel and the judge received similar notification. I find it helps just to hand out the props, leaving all discussion until after the role-play. In the face of a Claudius who realized he was already damned, and to whom perjury was therefore of little account, the defence broke down, and the case was dismissed, a situation not initially envisaged by any of the group.

I was encouraged to work on a longer role-play in which more individual strengths could be brought out. We had read, and walked through, the final scene of *Hamlet*, which I thought would be useful to work on. At the beginning of the next lesson I started to talk about last summer's royal wedding, leading into joint recollections of the format of the TV broadcast. Then, as Claudius' press attaché, I contacted a "TV producer" to televise the Gulu Fencing Match. I gave information about the availability of the king and queen for interview, interviewing guests, viewing Barbary horses, etc, but then, because it was a small class, I was available to be used by the producer (as Gertrude, inevitably, and as a lady in the crowd). I was also on hand as attaché to answer questions of the "Can we interview Prince Hamlet and Lord Laertes?" variety.

I was surprised at the concentration shown, and the range of activities set in train: back to the text for the fashion commentator looking for references to the late Lady Ophelia's natural look and Osric's hat, and for the fencing commentator for details on Lamord. Then there was writing – of questions by interviewers, the fashion survey, notes on Elsinore Castle in case they were needed for a fill-in; but above all, organizing and communicating, and making decisions. I felt everyone was being stretched; I certainly was. How *do* you play a woman whose son has just revealed that her second husband murdered her first, but is pretending everything is perfectly normal?

This project won unqualified approval from the girls: they and I, would have liked to spend more time to video it, and present it as part of their A level work. I was impressed by their ideas and demonstrations of skills I had been unaware of. The girls' enthusiasm was brought home to me at the end of term when the "TV producer" put on an entertainment using some of the group as actors and raised £200 for famine relief; and when the "Continuity Announcer" compered the traditional end-of-term entertainment. Whatever happens at A level, I feel some educating, in its original sense, has gone on.



The late Lady Ophelia – the natural look?

Ann Hagen teaches English at Clarendon School, Bedford.

A plot to get them going

Viewpoints and values

STEPHEN WADE

This particular year, my set books were these: *Henry IV Part One* (Shakespeare); *The Siege of Krishnapur* (J G Farrell); *The Penguin Science Fiction Omnibus* (Brian Aldiss); an anthology of short stories; a poetry anthology.

The class had done very little literature and I had a feeling that something was needed, on the first meeting, to arrest their attention and bring literature to life and up-to-date. The best idea that finally came was to present them with summaries of some plots, giving no indications of when, who, where, etc. as any form of guidance.

This was the format of the summaries:

Read the following plots, then write down which interests you the most and also indicate which one you consider to be most relevant to today's world.

Plot 1

A man has his leader killed and takes power over a state himself. In gaining power over his superior, he has help from other wealthy and influential men in the land, but these later oppose him. A civil war follows and many ordinary men are recruited – pressed into service – and thousands die, of course. The man does eventually win and keeps power, but his son takes a long time to win any respect or good reputation as a support or pride to his father. The son spends more time in the pub than in practising weaponry or body-building. etc.

The man, though ruthless and crafty, shows real ability as a statesman in some way, and we see him gradually increase his determination to keep power at all costs. The country as a whole suffers because of this.

Plot 2

A powerful nation has a colony abroad that it has conquered. It holds the people there as servants of a foreign empire but it also defends them and stops them killing each other when any trouble breaks out. However, the powerful country has very little understanding or respect for the subject nation's religious beliefs and practices. The nation thinks it is doing right by keeping stiffly to the job of ruling and controlling. A rebellion breaks out, and by suffering many deaths and a great deal of destruction, the ruling nation learns a little from its mistakes, but puts down the rebellion brutally and carries on its regime much the same as before.

Plot 3

At some time in the fairly near future, a man determines to sacrifice 10 years of his life to return – in a hypnotic trance that recreates his past – to a day in his happy but ordinary life before the great nuclear holocaust came to the world. He loves the experience, but returns to the miserable and ruined world of the present. He has been prepared to give up 10 years for a brief moment of what we might consider a dull and routine family life, full of trivial worry and financial problems.

Plot 4

A scientist makes a highly technical machine of destruction by using his knowledge of computers and cybernetics and the machine is being used successfully in the colonization of other land areas. One day, however, the machine goes wrong and attempts to destroy its maker. It does so by steadily outwitting him and traps him in a cave where even his own army of humans cannot save him.

Plot 5

A bank clerk determines to throw up his job, take out an annuity and all his savings (he is about 30 and does not have very much) and go to live in Capri for the rest of his life, modestly but without having to work. He decides that when his money runs out, if he is still alive, he will kill himself. However, when the time comes and he is penniless, he has not the courage to end it all. He lives on in humiliation, moving about the island like a ghost among the natives and the tourists. He is almost less than a man, losing all pride and respect. But he does die in the place that he has loved more than anything or anyone.

These are quite familiar works and/or themes to English teachers, and obviously I have slightly distorted some of them. I have also written them in a chatty style wherever possible, so that there is more identification and familiarity. Many students may pick the simpler ones such as three or four where the themes are familiar from films rather than books. However, the idea is to elicit responses that show the relevance of good writing, and its timelessness.

The first thing I tell the class after they have written down their thoughts is that Plot One was written in the 1590s and Plot Four in the 1950s. Shakespeare seems "modern" and I usually mention productions of *Macbeth* in Third World countries and so on.

Obviously, the discussion that follows is the most productive part of the lesson; everyone compares notes and the group tends to talk endlessly about why Three is more relevant than Four, and so on. The success or failure of the lesson depends entirely, I have found, on the choice of texts. The last plot, for instance, would be extremely "relevant" in my town, Scunthorpe, where the topic of "work or not to work" would never arise. Everyone here is anxious to find *any* job and perhaps the whole idea of living on Capri and doing nothing seems undesirable to many, as their priorities involve material possessions and family life.

Each one of these plots has proved successful as class material, though, and after this initial step, there appears to be more depth and substance to the course. The approach could easily be adapted to any level of literature class.

One last point about this exercise needs to be made; it is an important one. The answers that are written, based on each individual choice, invite students to look at their own values and their own view of literature, which may be, in many cases, without any positive element.

The exercise tends to pinpoint the nature of literature as a living art form far more effectively than a one-hour lecture or thick wad of teachers' notes. In simply asking themselves why they chose a plot, students are taking their first steps in understanding literary criticism. In addition they will begin to see why writing is prized by teachers, "serious" broadcasters and set-book authors, many of whom are living in the same world as the students themselves.

Stephen Wade teaches at North Lindsey College of Technology

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Approaches

Responding in Writing: the use of exploratory writing in the literature classroom. By Susan Hackman.
NATE £4.95 (£3.95 to NATE members).

Cryptically, in his rough notes, one of Susan Hackman's "least able" A level English pupils produces astute observations about passages from Golding and Defoe. Obliged to convert his notes into a literary essay, he descends into "waffly generalizations".

The example forcefully supports Ms Hackman's general argument: students are required to accelerate too early towards the rounded literary essay; we need to make more of gradual, tentative, exploratory approaches. Log-books, group discussions, reading journals, responses charts – each approach, fully documented here, is intended to shift the balance of literature teaching away from asserting "the integrity of the text" to affirming the primacy of the reader's response. In such a shift the student's confidence is boosted, the teacher better informed, for "a completed workbook is a small history of the reading process" and thus a window into the student's mind.

Ms Hackman has rather too much faith in the transparency of that window and a tendency to exaggerate the significance of what she sees. In her account of her students' largely unremarkable and frequently banal logs and transcribed discussions of poetry, she discerns "sophisticated interpretations" and, in their silences, "the workings of powerful personal processes". She seems too intensely attached to her own methods to appreciate the modesty of many of the results. "Writing *is* learning", she claims. It may be, certainly. But it is not inherently more likely to generate an understanding of poetry and novels than the committed advocacy of the teacher – a virtue hardly acknowledged and, indeed, implicitly devalued.

"We are teaching essays, not literature", says Ms Hackman, rightly dismissing the most sterile orthodoxy. Her alternative methods undoubtedly have their place, but they should always be secondary to the literature. Here, "response", however, commonplace and unformed, tends to be represented as more significant than the literature that was its occasion.

Roger Knight

EXTRA

Accountability: which way forward?

Looking for clues

PAT BARRETT

No one could disagree with Mr Baker's wish to "enable schools to be more accountable for the education they offer to their pupils" (*The National Curriculum 5–16*). A genuine partnership with parents, schools, governors, teachers, employers, l.e.a.s and the DES, all closely involved, is highly desirable. But this is not what is proposed at the moment, by the national curriculum document.

Teachers, in the past, have joined with examination boards (GCSE), Advisers (profiles for language development), the Manpower Services Commission (TVEI records of achievement), giving their time to lengthy consultation and development of forms of assessment which demonstrate achievement and progress in valid ways. We are accustomed to the detailed moderation of files of work and oral abilities, at least at age 16. We are ready to involve ourselves in national discussion on what English teaching and language development is about. We would like to work with others to devise ways of demonstrating achievement and individual progress. We could help to ensure that assessment procedures reflect the best curriculum practice and give a full account of what pupils have done and how well.

Mr Baker's proposals in the national curriculum document do not refer to profiling and teacher records. The document makes a huge leap, however, which invalidates many of these more positive proposals. It states that "at the heart of the assessment process there will be nationally prescribed tests done by all pupils". The kind of information to be gleaned from such tests is expected to provide governors with "aggregated assessment and examination results for each age cohort" and the Government with "annual reports by l.e.a.s showing aggregated assessment results over a time series for each age cohort in each authority's schools". A School Examinations and Assessment Council will be responsible "for distributing national tests and other assessment instruments as appropriate".

There are, at least, two major objections to these particular proposals. First, what are parents, governors and employers to make of those grades? Grades cannot, by their very nature, be linked to the complex reflections which emerge from assessment procedures linked to curriculum policies. Second, the nationally-prescribed nature of the tests denies opportunities for the partnership between concerned bodies to develop. They will produce confusion and mystery where clarity and open accountability is sought. What is an employer to read into published results such as pupil X got A for oral ability, B for writing and C for literature? These do not answer questions, which the employer has a right to ask, such as "Can pupil X collaborate with others to produce a succinct set of proposals for the development of . . .?

Sadly, it will be these test results which are given public credibility too. The English tradition is one of autonomy, independence and individual interpretation. The problem arises from our situation, where there is no organized system for debate and consultation among involved groups. Much has been done, on an individual basis, but there is no consistency.

Mr Baker has been looking to America for ideas and for evidence to support other plans he is suggesting. He needs to probe deeper into aspects of the American system, which I am sure would cause him grave concern. Every summer, English educators meet American teachers, both in their own country and here in England, who are attending summer schools, anxious to learn from practice in England. These teachers often work in States where school boards define the curriculum, without consultation with practitioners. These curricula are monitored by the use of prescribed tests, which the teachers complain allow no room for the flexibility needed to respond to learners' needs. Much hard thinking is going on about how to rescue this situation. We need to look at this evidence more carefully, in order to arrive at a system which will enable our teachers to be clear about their policies and practice and accountable in their assessments. We need to avoid a top-sided system, where the demands from one section of the educational community distort the requirements of others.

At the recent conference of the International Conference for the Teaching of English, held in Australia, it became clear that there exists, in Australia, a very useful model for consistent debate. In a recent book, *Who's Doing What? The Senior English Curriculum in Australian Schools*, (1987) Paul Nay-Brock of the department of English, University of New England, has collated outlines of the curriculum polices and assessment procedures devised by all the states of Australia. All of these take note of current best practice and research in the teaching of English and show awareness of what is required to ensure a match between learning, the curriculum and assessment procedures.

The most interesting feature, in relation to present events in England, however, is the way these State curricula were devised. Each school board of education has an English syllabus committee composed of teachers, teacher trainers and one board representative. Drafts of proposals go to and fro between schools, committees and boards, until agreement is reached. The syllabus committees meet monthly and have high status in the minds of all involved. The proposals on assessment from New South Wales, for example, stress the importance of ensuring methods which reflect the purposes and audience for the records of achievement. They dismiss standardized tests as inadequate indicators of performance and demonstrate clearly how grading can affect pupils' attitudes. If the final mark is all that matters, what is the point of commitment to the quality of work in progress? What can a teacher/parent/governor diagnose from a final grade?

What is Mr Baker *really* looking for? Two clues are available, from different sources, which throw light on the lack of consistency in the assessment proposals. In a document entitled *Towards Better Management of Secondary Schools* (February 1987) the Audit Commission suggests "activity-led staffing" and estimates record keeping at no more than half an hour per year per pupil. In the national curriculum document, Mr Baker concludes that the Secretaries of State are looking for assessment arrangements which are "simple to use and understood by all concerned, helpful to teachers and appropriate for the purposes of assessment set out above and *affordable*".

The Secretaries of State will not need to consult on the development of cheap, simplistic tests for English. Mr Baker's priorities are clear; quick-fit tests which, sadly, will give a false picture of pupils' real achievements and an inadequate reflection of teachers' work. Profiling on a large scale, as the States of Australia have recognized, costs time and money, but it is worthwhile for the quality of information it provides.

An opportunity to establish open channels for debate is being preempted in England and we appear to be moving in the opposite direction from educators in English around the world.

Pat Barrett is vice-chair of NATE and English Adviser, County Durham.



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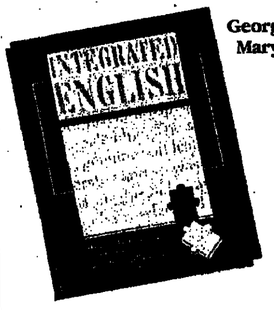
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EXTRA

Primary: children discussing their discussions

The power of speech

SARAH TANN
MARGARET ARMITAGE

At last oracy is about to be taken seriously. Plowden, Bullock, the HMI and even Kenneth Baker have all urged us to pay more attention to "talking to learn", "thinking through talking" and "collaborating in discussions".

An article (*The TES*, Jan 1) announced that six local authorities would be receiving grants to investigate specific aspects of oracy. Oxfordshire was not one of those authorities. Nevertheless, a number of teachers have already been involved in local initiatives, both through l.e.a. in-service courses as well as action-research projects in collaboration with Oxford Polytechnic. This article describes the progress of one such project.

The context:

A class of seven to eight-year-olds had decided to start some clubs. The children wanted to have symbols of membership, rules for joining, incentives for joining and prizes. They also had to organize when and where they would meet, how often, how to circulate members of events and when to hold the grand competition day. All these issues had been recorded in a flow-chart clipped to a board so that the children could refer to them for guidance during their own group discussions.

These issues had been raised in a whole-class discussion. By now, the children were quite accomplished as participants in such discussions. They recognized the importance of turn-taking, of listening to each other to get ideas, of putting their own views with explanations if they felt they had something to contribute, and of asking others to explain or elaborate if they had not understood a point made previously. However, the teacher's presence was still an important factor in maintaining such "discourse conventions" – should the children get too carried away because of the excitement which was often generated in these discussions where the topic was of vital concern to the children.

Identifying the need for critical listening:

Being an active contributor was no longer a problem for most of this class. However, being an active listener was harder. The children found it more difficult to listen to each other, to understand what was meant, to recognize the implications, to discriminate between what they agreed with and what they didn't or between what was sound and what wasn't and, finally, to offer constructive and critical comment in a way which the recipient would find easy to consider. In fact, what the children were now attempting to develop was the art of critical listening.

This art was something which they had come to identify during the periods when they were discussing the stories that they were writing and when they were reading each other's first drafts. In this context the children, together with the teacher had established a "code of conduct":

- listen carefully and follow the story
- *think* of two good things to say
- ask if something wasn't very clear to you
- suggest something which you think might make it better

Such strategies for "critical listening" were already being put into use during the writing group discussions. The class teacher now wanted to try to extend such an approach to discussions in general.

Devising a strategy for developing productive discussions:

At the end of a particularly abortive attempt at discussion, the group were asked if they thought it had been a useful discussion. The unanimous verdict was "No". In trying to identify why, a very interesting discussion did in fact emerge. This was extended to the whole class and a list of criteria concerning what makes a good discussion was suggested by the children. The children decided that it was best to write them down in the order in which they thought they would actually happen during the discussion. The final list was:

- to explain well
- listen to other people
- take turns to talk
- wait until the other person finishes
- say things which help other people
- keep to the subject
- share ideas with the rest of the group
- give suggestions and ideas
- be careful how you say things so that other people don't get upset
- ask each other questions so as to make things clear
- sort out and test ideas
- choose one idea together
- try not to be bossy in the group.

Having decided what they ought to do in a discussion (the aims) the children then moved on to thinking up how they could get better at doing any of these things (the strategies). Different pairs of children undertook to write down some tips to help people. Each tip was written on to a card and then all the tips relating to one of the criteria were contained in a plastic zip-bag.

The continuing class discussions of possible strategies resulted in many useful "tips". For example:

To explain well:

- wait till everybody is listening
- make things clear
- ask a friend for advice
- make notes to help you to remember
- put your ideas in order
- speak well so other people can hear
- choose your words carefully so others can understand . . .

To listen to others:

- ask someone to talk to you
- try to understand what they say
- remember what they say
- look at the person who is speaking
- make sure everyone is quiet

Assessing their own performance:

The criteria for a good discussion were typed in a list form and photocopied. Before each group discussion, the children chose a particular criteria in which they felt they were weak. They could then go to the zip-bags and read the tip cards. At the end of the group task the children were given time (about 20 minutes) to reflect upon their discussion and in particular upon the criteria they had selected for special attention.



The teacher's presence is an important factor when excitement runs high.

Initially the children found the task of assessing very difficult. At first the group wanted to mark each other out of five, though this was soon dropped. The children very quickly learned to give suggestions and offer reasons.

What do you think Tracy should get for "not upsetting other people?"
"I should have 5."
"No. You said lots of silly things to me."
"You started it."
"NO I didn't."
"I think you should have 3 . . . 'cos you said things that upset me too."
"I shan't give you five then."
"What do you think, Anne-Louise?"
"I think 3 or 4."
"Why?"
"She said some things about what Paul was doing that wasn't nice."
"He was being silly with his little man picture."
"But it didn't upset anyone . . ."
"Let's say Tracy can have 3."
"OK."

As the practice of choosing particular criteria to focus on before each group activity grew, the children became more proficient at those skills, and also more proficient at the delicate task of assessing each other (they soon dropped the "marks").

Conclusions

This procedure had provided an opportunity for the children to articulate some key practical problems in analysing and assessing group discussions – problems which have also worried the APU and GSCE pilot studies. They had become acutely aware of some of the key skills and attitudes needed when contributing in such discussions.

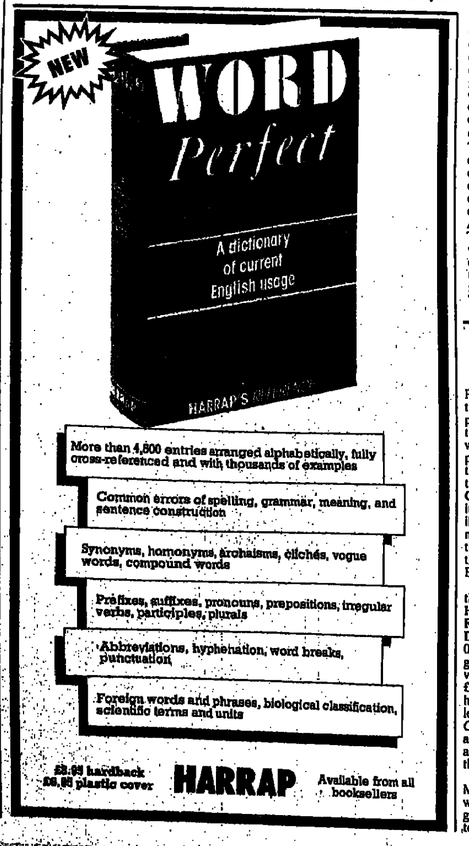
They also began to notice them in other classroom situations. For instance, a helping adult was joining in an art activity and a group member commented, appropriately, "You were saying things to help other people." In addition, phrases such as "keep to the subject" and "that was a nice thing you said" have become very common in class.

This awareness extended to activities outside the classroom as well. For example, just after playtime, one child remarked "I know why we didn't have a good game today . . . I didn't listen to what the others wanted". It seemed therefore that the children were beginning to transfer their awareness of positive group discussion strategies to situations in the playground as well.

The approach to discussion skills described here had involved the children at every step. It was they who had recognized that earlier discussions had not been constructive. It was they who had begun to identify the reasons for this and what might be done to improve discussions. It was the children who had decided the criteria, in their own terms.

Identifying the skills was itself a considerable achievement. Learning to implement them and then to expose themselves to mutual self-assessment made heavy demands upon their maturity. Yet in the space of one term, many of the children were showing much greater awareness of themselves, of each other, and of discussion processes. Developing such sophisticated skills is a slow and gradual process but one in which these children had already made significant strides.

Sarah Tann is a lecturer in the Education Department, Oxford Polytechnic. Margaret Armitage teaches at Sandhill Primary School, Headington, Oxford.



Master Guides and Penguins

Penguin Books are getting ahead of themselves. No sooner had they asked permission to quote *The TES*'s opinion that their A level Masterstudies series was perfect for sixth-formers contemplating reading English at university than they launched their first French title, a Masterstudy of Balzac's **Eugénie Grandet** (0 14 077137 9, £2.50). So far it is a one-off but it very neatly illustrates the whole series' commitment to both the serious student and the general reader by having quotations in the original French and the English of the Penguin translation.

Back on home ground, as it were, there are also new Masterstudies of **Henry V** (0 14 077144 1, £2.50), **Doctor Faustus** (0 14 077152 2, £2.50), **Byron's Don Juan and Other Poems** (0 14 077150 6, £2.50) and an exemplary guide to **Chaucer** by the Open University's Brian Stone (0 14 077111 5, £2.95). One of the very best titles to have appeared in an unfailingly excellent series, this not only sets *The Canterbury Tales* in a proper linguistic and cultural context, it also gives due attention to *Troilus and Criseyde* and the "lesser" poems.

Roughly half the length of the Masterstudies, and pitched at somewhere around GCSE level, both Penguin's Passnotes and Macmillan's Master Guides make up in range for an occasional lack of depth. Macmillan, indeed, greeted the new academic year with no less than 21 new titles which include three Chaucer tales and four Shakespeares.

There are also useful Guides to the selected poetry of **John Keats** (0 333 42286 4, £1.95) and **Gerald Manley Hopkins** (0 333 40867 5, £1.95). Wordsworth's **Songs of Innocence and Experience** (0 333 41377 6, £1.95) and Tennyson's **In Memoriam** (0 333 42223 6, £1.95). Novels now covered range from **Sense and Sensibility** (0 333 42164 7, £1.95) through more Hardy and Trollope's **Barchester Towers** (0 333 43279 7, £1.95) to **The Secret Agent** (0 333 43275 4, £1.95) and **To Kill a Mockingbird** (0 333 39854 8, £1.95).

But to see this not-inconsiderable series at its best it is worth looking at how well it covers three of the most "difficult" books on any syllabus. Julian Pattison touches on the importance of imagery in the work of Virginia Woolf in his Master Guide to **Mrs Dalloway** (0 333 43700 4, £1.95), while John Mepham gives no less than eight pages to a consideration of "the novel as poetry" in **To the Lighthouse** (0 333 43277 0, £1.95). Braver than both, however, Jennifer Birkett boldly goes where the rest of us have foundered, and persuasively explains the meaning of Samuel Beckett's **Waiting for Godot** (0 333 40865 9, £1.95).

Among the new Penguin Passnotes, the most notable is Vivian Summers' clear, friendly account of what is involved in **Oral English for GCSE** (0 14 077053 4, £1.75). Designed to allay pupils' fears that it is just an exam to check whether they speak "proper", the book goes systematically through the syllabus and then presents very helpful advice on how to give talks, read aloud and take part in a discussion.

Plugging a few more of the gaps in the series' coverage of all the books most commonly set for O levels, CSE and now GCSE, there are also Passnotes on **Hobson's Choice** (0 14 077062 3, £1.50), **An Inspector Calls** (0 14 077063 1, £1.50) and **Arnold Wesker's Roots** (0 14 077034 8, £1.50) – in none of which do the characters talk exactly "proper" – and the increasingly-popular **Z for Zachariah** (0 14 077065 8, £1.50).

Watch out too for a Passnotes "first": delayed in production, the first-ever students' guide to Dylan Thomas's *Under Milk Wood* should be in the shops well before Christmas. But will it give the derivation of Llareggub? Many teachers will want to know.

Hugh David

Governors & Governing



- ☐ Curriculum: legal obligations — Week 1
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file

- ☐ Curriculum context — Week 2
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file

- ☐ Pupil discipline: do's and don'ts — Week 3
- ☐ Staff: appointments, disappointments
- ☐ Case study
- ☐ Ted Wragg
- ☐ A governor's view

- ☐ Ethnic & parent governors — Week 4
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Finance — Week 5
- ☐ Voluntary aided schools
- ☐ Local financial management
- ☐ Case study ☐ Fact file
- ☐ Ted Wragg

- ☐ Annual meetings — Week 6
- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Examinations — Week 7
- ☐ Training: a governor's needs
- ☐ Responding to change
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file

- ☐ Teacher appraisal — Week 8
- ☐ Primary matters
- ☐ Future developments
- ☐ Case study
- ☐ End of term exam

ON THE OTHER HAND

Given a national curriculum what curricular role is left for governors? Barry Taylor explains

Any school governing body could be forgiven for concluding that the Government, having given them, at last, the opportunity to make a really significant contribution to the way their school operates, has immediately determined to remove that opportunity by the introduction of the national curriculum. Certainly their responsibilities under the 1986 Act will, at best, have to be discharged within a national framework, as opposed to one set by the l.e.a. Presumably, the governors with the head will not have the opportunity to depart in any substantial way from what is laid down nationally. However, it seems unlikely that the governors' role will be obliterated by amending legislation. They will still be required to define and keep up to date their school's curriculum in the light of the l.e.a.'s policy and the national curriculum. The whole thrust of the Government's current intentions appears to be to corrall the l.e.a.s by prescribing nationally and requiring control and delivery at the school-level.

Section 29 of the 1986 Act already points in this direction, requiring the l.e.a. to provide an annual financial statement of expenditure incurred and to be incurred for governors, who must adjudicate as to the "economic, efficient and effective use of resources". This they cannot do without regard to the curriculum, particularly as the Act also requires l.e.a.s to provide the governors with money for them to spend on books, equipment, stationery, etc to give force to their definition of curricular need. The Secretary of State's recently announced intention to require l.e.a.s to implement schemes for financial devolution to governors is designed to strengthen their responsibilities still further. So governors are unlikely to be evicted from the secret garden of the curriculum only months after taking up residence.

It is not clear now – still less once the national curriculum becomes a reality – how detailed should be a governing body's control of the curriculum. A few issues have already surfaced in some governing bodies, usually of secondary schools. For example should three separate sciences – chemistry, biology and physics – continue to be offered, or a combined science programme? This may be determined nationally as will the thorny question of whether to teach a modern foreign language universally throughout the secondary programme. But what of the second and third foreign language? If governors are effectively to determine school policy overall and have financial responsibility, the extent of language teaching, and arguably *which* languages, is surely part of their brief.

Within subject areas there can be issues about which some governors, and many parents, feel strongly. The Kingman Committee is considering, presumably, the proper balance between written work and oracy in English, the extent to which grammar is taught, how spelling can be improved and so on. The conscientious governing body can hardly ignore such matters, yet must avoid becoming so prescriptive as to totally undermine the responsibility of the head, with his specialist staff, for the "determination and organization" of the curriculum, as the Act has it.

In primary schools the degree of attention paid to literacy and numeracy is already a sensitive issue in many communities, particularly where parents find the topic approach bewildering, or have not had it explained to them – perhaps even when they have! The governing body's job may, therefore, be not only to scrutinize practice in their primary school but also help explain and justify it to the community at large.

The distinction between the curriculum and the means by which it is delivered is often blurred, and many teachers would say, artificial. A school which is committed to teaching English across the curriculum may be placing at least as much emphasis upon the acquisition of basic skills as one which defines subject boundaries precisely. So governors may well find they have to scrutinize methods and teaching style as well as content if they are to grasp what is happening in their school and whether it measures up to the objectives set by themselves, the l.e.a., and soon, central government.

Some governing bodies, or individual governors, may want to take a much more radical look at the curriculum, and the way in which it is delivered, than is implied in most l.e.a. curricular statements or the pronouncements heralding the national curriculum. They may believe, as do many professional educators, that the reason older secondary pupils become disaffected is that they are bored by the irrelevant and often incomprehensible book learning which is put in front of them. There is much evidence too that some children are made seriously afraid and insecure by the inquisitional methods of some teachers.

Other governors will see the history of our schools over the last 40 years as a steady decline from former high standards based upon rigour, discipline and a concentration upon basic skills. Most governing bodies will, of course, avoid the extremes; for those that do not wish to, the counter-balancing of the l.e.a., the head and his staff and the national curriculum will be specially important. But we wait to see whether some governing bodies will have the determination, and be allowed to retain the authority, to create schools which are significantly different from the generality.

In secondary schools the extent to which pupils below the age of 16 should be given vocational skills has long been an issue. The traditional view that education at this stage should be broad and liberal has been challenged increasingly by the introduction of City and Guilds and RSA courses. It is not long since there was anguished debate as to whether it was proper to teach the under-16s typing. As the influence of the Technical and Vocational Education Initiative becomes universal, that debate seems quaint in the extreme. This leaves governors with the task of not only accommodating the traditional subjects – or as many as can be afforded – but also the increasing demand, from within the system and outside, that school leavers should have experienced the world of work, have grasped the fundamental principles of computerisation and acquired keyboard skills.

The closeness of monitoring by governors could be a sensitive issue. Having agreed their curriculum statement, they then have a responsibility, presumably, to ensure that what actually goes on in school bears some relationship to it. How? – by visits to the classrooms? Certainly some governing bodies already have such a system and many more may be expected to follow suit; but it requires sensitivity and a considerable knowledge of how effective learning is promoted if judgements are to be valid. There will presumably be much more direct reporting by teachers to the governing body and also no doubt by l.e.a. advisers and inspectors. However, governors will need to appreciate that, typically, l.e.a.s have, at best, a ratio of one adviser to every 10 schools, and most of them are subject specialists. Nor can governors expect to see Her Majesty's Inspectors more than once, if that, during two terms of office – ie 8 years. So the onus for ensuring that their objectives are followed will largely rest with them.

In this respect their recruitment of staff, particularly the head, is vital and the governing body will need to draw fully upon the resources of their local education department to assist them. Indeed the whole range of the responsibilities, financial, staffing and curricular, are indivisible and the wise governor will seek allies in discharging them – from the l.e.a., the school staff and the parents.

The late Barry Taylor was chief education officer for Somerset until his death earlier this month at the age of 51.

Series Wallet

For your specially produced wallet which holds all 32 pages of this series and folds to a handy A4 size, send a cheque/PO for £1.25 (inc p & p), made payable to *The Times Supplements*, to Nigel Denison, *Governors & Governing*, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

Old Bill and the new Act

POLICE

Robin Oakley on the relationship between the police and schools.

The involvement of police in schools is in some areas taken for granted as normal and routine, while in others it has become very controversial, to the extent that some schools and teachers' groups may have policies of excluding police from schools entirely. In these circumstances, school governors may be excused for feeling a little uncertain about what may be the correct kind of links between their school and the police.

The responsibility for deciding how the police should be involved in a school lies essentially with the head. Until very recently, no special responsibilities were given to school governors in this respect, outside their more general responsibilities for overseeing the conduct of affairs in the school. However, the new Education Act 1986 for the first time sets out statutory responsibilities for school governors concerning relationships between schools and the police.

The first of these is to form part of governors' duty with regard to the school curriculum. The broad outline for this will be laid down by the local education authority, but in considering how to apply it in their own school, governors are required *to take into account any representations from (among others) the local chief officer of police*. The other new statutory responsibility is linked to governors' duty to produce an annual report for parents. This requires that, within the report, governors must describe what they have been doing to develop and *strengthen the connections between the school and the local community – again specifically including the police.*

What, then, are the isues which school governors ought to be thinking about? A recent discussion paper on police in schools prepared by ILEA provides a useful start by distinguishing three ways in which police may become involved in schools: 1 in pursuit of their duties in respect of the maintenance of law and order; 2 within their general practice of community policing; 3 in the process of education.

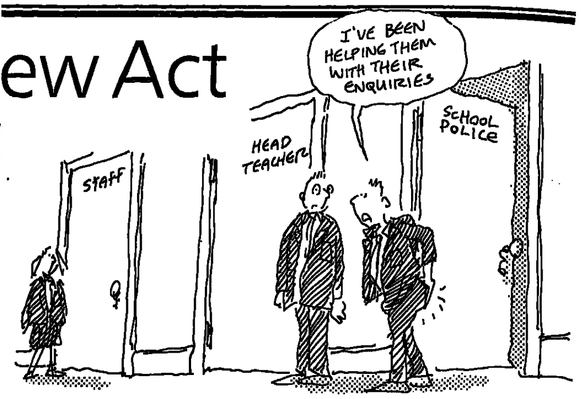
So far as the maintenance of law and order is concerned, one way in which the police may become involved is by being called in by the head, for example to deal with an intruder. The police also have rights to enter premises such as schools if, following alleged offences committed elsewhere, they are in immediate pursuit or responding to an emergency call, or (in exceptional circumstances and with the consent of the Head) to interview pupils in school as part of a criminal investigation. Any conduct of police enquiries on school premises is bound by Home Office Codes of Practice issued under the Police and Criminal Evidence Act 1984. These provide that juveniles should not be arrested on school premises unless this is unavoidable.

It is where the alleged offender is a pupil of the school that matters of concern to governors can sometimes arise. Governors will obviously expect the head and other staff to do all they can to protect the interests of individual pupils, and this may conflict with police conceptions of their role. It is generally accepted that heads will deal with "minor offences" committed within the school, but it is defining where the boundary between "minor" and "major" offences should be drawn that may give rise to difficulty. Because of this and other potential disputes over the precise manner in which the police may become involved in the school in law and order matters, it may be wise for governors to clarify their understanding of procedure in discussion with the head, and to receive a report each term on any instances that have arisen.

The second area of potential involvement – that of "community policing" – is less easy to define in terms of any specific activities on the part of the police. For a start, the term "community policing" is capable of many definitions, ranging from the broad notion of "policing by consent" to quite detailed programmes for organising police work in 'neighbourhood beats'. Underlying all is the general notion of a partnership between police and community, a partnership in which both sides play an active part.

Of all the three areas, however, it is the last – that of police involvement in the curriculum – that is most visible and that in some inner city areas in particular has given rise to the greatest amount of controversy. Since the decision as to whether or not police should make educational visits to a school rests primarily with the head, this is an important area of responsibility for governors.

What might be the aims of educational visits to schools by police? The report of a recent joint working party of chief education officers



and chief constables identified four specific aims:

1 to inform schools and pupils about the role of the police;
2 to inform about the law and rights and duties of citizens;
3 to make young people aware of dangers;
4 to help in fostering crime prevention.

While no one is likely to deny that these are suitable aims for education, there is room for considerable debate as to how far it is the police rather than teachers or others who should undertake these tasks; and if the police are to be involved, precisely how their role is to be carried out.

The NUT published early last year a set of *Guidelines on Police/School Liaison*, which is shortly to be followed by a detailed code of practice for police and members of the teaching profession. The guidelines recognise that "the police force has a fund of expertise on many matters which are a valuable educational resource", but they set out a number of considerations about how this resource should be used.

To begin with, the decision as to whether the police should be invited to contribute should be made "in the light of local circumstances, and bearing in mind the needs and sensitivities of the communities served by the school". Secondly, "there should be a clear understanding on the part of both police and teachers of the nature of the educational role envisaged for police officers". Among the other principles set out is that all police officers performing this role should receive suitable training for it.

A survey of current practice in police forces nationwide (all of whom devise their own independent schools liaison programmes) showed substantial room for improvement in many of these respects. Although three-quarters of police forces had some form of aims and objectives for schools liaison work, not all were clearly set out, and few had been drawn up in consultation with heads and their staffs. The majority of police forces used local beat officers in primary schools, and restricted their specialist school liaison officers to secondary schools, although even here only about half of the forces provided any kind of training for them.

In such circumstances there is likely to be considerable scope for school governors to exercise responsibilities to develop this aspect of the school curriculum. While control of the curriculum should remain firmly in the hands of the teaching profession, there is much scope – local circumstances permitting – for not only police officers, but other representatives from the local community as well, to contribute to the educational process.

The context of this contribution, however, is particularly important. For example, children should be prepared by teachers to approach such visits in a critical but constructive manner (eg by preparing a list of questions in advance), and by discussing the visits afterwards and relating them to their own personal experience of the police or other agencies. In all of these aspects of police involvement in schools, it is essential that governors carry out their role in close consultation with parents at the school.

(Robin Oakley is a parent governor of a London primary school, and Senior Research Fellow at the Centre for the Study of Community and Race Relations at Brunel University)

A school in despair

CASE STUDY

This is one of a series of training exercises devised by Joan Sallis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal training sessions or by small informal groups of governors who have got together on a self-help basis.

Victoria Park County Primary School was such a popular school. When Catherine Faithfull's first son began school there seven years ago it had the best reputation in the area, and most of her friends' children had gone there. The neighbourhood was socially and racially mixed, and this large, lively, well-run school had no difficulty in turning this to advantage. Parents from the Victorian houses near the park and those from the council flats and poor parkside area had been equally pleased with the start it had given their children, and praised the enthusiasm of staff and the tolerance and understanding they seemed to spread.

Catherine's youngest child, a daughter, had just moved into the junior department. She was now the only one from their neighbourhood attending the school. One by one her friends had been moved to other schools or to the private sector. The school had become a victim of mass middle-class desertion, and morale was low. Catherine had been rather surprised when, as a parent governor, she was elected chairperson. She shouldn't have been: she should have known that "influential" people are the first to recognize a school beginning to slide downhill, and jump off.

The parents had been very supportive of the teachers during the long period of disruption in 1985–6. Some had even gone on a march. The communication was so good up to then that teachers' hard work and problems were widely appreciated. But the headteacher had clearly found it all a great strain, more so as it had coincided with personal problems. She seemed to lose her grip on things over a period of time, was off sick a great deal, and after a lot of discussion and negotiation with the l.e.a., in which the governors were only peripherally involved, she applied for a breakdown pension and left for good. During a period of weak leadership, uncertainty and speculation, the school had begun to lose public confidence, and any governor in such a situation knows how rapidly things deteriorate.

The deputy, a conscientious but rather reserved person, is acting head while the process of appointment takes its tedious course. The first advertisement produced a thin crop and no appointment was made. The staff turnover is horrifying, and parental confidence is further shaken by all the changes. It is felt that standards are falling, but it is hard to prove. Certainly there is no spirit left in the school, *no* contact with parents, none of the special events and projects which had made it such an exciting school.

The heart of the problem – though since it is never discussed the governors can only guess – seems to be a deeply divided staff. There is a small group of disaffected, very political teachers, who dominate the staffroom. One of their colleagues said indiscreetly that she thought they had by now forgotten what it was they were militant about. The rest of the staff, instead of trying to counter the bad atmosphere, either shrug their shoulders and carry on, or are actively looking for other jobs.

Meanwhile discussions at governors' meetings seem to get more and more unreal. The problems never get raised, and triviality reigns. The l.e.a. nominees deny that anything is wrong, and stifle references to any serious matters. They blame the loss of pupils on fickle middle class fashions and snobbery. The acting head seems frightened of the subject, and the two teacher governors are the most timid staff members of all.

Next week Joan Sallis will suggest how the governors might set about tackling their problems.

Catherine has suggested that at the next meeting they should allow time to discuss falling numbers, and invite all staff. She was told that certain teachers would flatly refuse to attend. The PTA is more or less moribund, and all Catherine's efforts to get parents interested and talking to staff about the school again, as in the old days, come up against this staff disapproval. The only flicker of concern she has managed to awaken is in the clerk, who is an area officer in this very large l.e.a. He does seem concerned, and says his senior officers at city hall are very worried, but that "politics play a part". He hopes they can soon make an appointment. But time goes on, and parents feel frightened and helpless.



Chris Price

School or scandal?

SEX EDUCATION

Governors have to bear a heavy responsibility for sex education within the curriculum. Anne Hovey gives a step-by-step guide

The 1986 Education (No 2) Act says that school governors have responsibility for sex education in their schools and they will continue to do so with the national curriculum. So there are several things governors *must* do. For a start all governing bodies of controlled and maintained schools must decide **whether sex education is or is not to be part of the curriculum.** Governors of voluntary aided and special agreement schools have control of the curriculum, so they will already take decisions about sex education as a matter of course.

By September 1 1988 the governing body must make and thereafter keep up-to-date a statement of their policy regarding the content and organization of sex education or a statement explaining their decision should they decide not to have sex education. Governors have to fulfil this duty in consultation with the headteacher noting the views of anyone connected with the community served by the school. In particular governors must consider views expressed by the local chief of police.

Governors have to supply the local authority and the headteacher with a copy of any statements made about sex education. The headteacher must then make these statements available at all reasonable times to people who wish to read them. Governors, headteachers and the l.e.a.s. are also expected to "take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at the school it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life" (Section 46 1986 Act).

Sex education is an important part of the school's duty to prepare young people for responsible adulthood. It is a normal part of growth and development. The Secretary of State says: "Appropriate and responsible sex education is an important element in the work of schools in preparing pupils for adult life." Her Majesty's Inspectorate states that "the importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives now and in the future as adults and parents." What is special about sex education is that there is a need for great sensitivity and careful consultation at every stage of developing a school policy and programme.

Sex education should be a balanced programme for young people which combines the emotional, spiritual, physical, moral and social aspects of human sexuality. It may well include controversial subjects such as homosexuality and abortion. It is during the consultation process that governors, teachers and parents should agree how these issues are to be approached. Guidelines on sex education issed by the DES last month say:

> . . . the aims of a programme of sex education should be to present facts in an objective and balanced manner so as to enable pupils to comprehend the range of sexual attitudes and behaviour in present day society; to know what is and is not legal; to consider their own attitudes, and to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at school and in adulthood. Teaching about the physical aspects of sexual behaviour should be set within a clear moral framework in which pupils are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour.

Sex education may be dealt with mainly in health or personal and social education. Elements of it also appear in many different areas of the curriculum so it is known as a cross-curricular issue. Aspects may be taught in biology, religious education, social studies, child development and physical education.

It is important that all these elements are coordinated to form a coherent programme. Each school will need someone to be the coordinator and to take responsibility for development of this area of the curriculum. The person who coordinates health education would be appropriate to fulfil this task.

Sex education has a place in both the primary and the secondary school, though the content will reflect the different stages of development.

Ideally, the schools' function is to enhance and build on the sex education which children have had at home from their parents. Sadly, not every parent can provide sex education so schools often offer the only accurate information which some children receive. Teachers do not take over parents' responsibilities in relation to sexual matters. Ideally, they work in partnership with parents. Teachers and parents together play an essential role in preparing children for adulthood, citizenship and parenthood.

The vast majority of parents are happy to share giving sex education with the school. Recent research has borne this out finding that around 96 per cent of parents interviewed were in favour of the school providing sex education. Interestingly 95 per cent of the teenagers in the survey agreed with the parents' views.

The programme

Sex education policies and programmes are best produced through consultation. Consultation should involve teachers and parents as well as people such as l.e.a. advisers, health education officers, school nurses, health visitors, doctors and church representatives.

A working party may be set up to produce a draft policy document for consideration by the governing body and the headteacher. This working group ought to include parents, teachers, governors and representatives from some of the groups suggested above. Many l.e.a.s will have a policy document on sex education which should be considered when a school policy is being written. Parents should be informed of the existence of the policy and they should have the opportunity to read it and comment on it. They need to be told how it was agreed, who was involved as well as how and when it is to be reviewed.

Governors can give information about the policy and programme when they are describing their work in their annual report to parents. It is appropriate for parents to discuss this and other curriculum matters at the annual parents' meeting.

In deciding about content of the school programme, governors can consider the following suggestions to help in the process

- ☐ Find out what the current provision is in the school by discussing the matter with the headteacher and the staff involved – a report from the staff to the governing body may be helpful.
- ☐ Get to know the sort of materials used in the school and what is available elsewhere – the interest groups mentioned in the context of consultation may well be able to help.
- ☐ Ask the relevant teachers for their recommendation having regard for their professional expertise, judgement and experience.
- ☐ It may be possible to attend a short training course in the school, through the l.e.a. training programme or by asking the local adviser or health education officer to come and discuss sex education with the full governing body. Health education officers can often run workshops with governors as well as providing information.

Withdrawal

Parents have no statutory right to withdraw their child from sex education lessons. **It is for governors to decide whether to allow them to.** The DES guidelines say that in exercising their discretion governors should fully appreciate the strong religious objections some parents may have. Governors and headteachers may well have to explain to individual parents why taking children out of these lessons is not to be recommended. Some of the reasons are:

- ☐ children learn about sexual matters from, for example, discussion with peers, from the media and by observing human and animal behaviour. Some of their consequent knowledge may be inaccurate and their resulting beliefs may even cause the children distress and fear. It is better that they receive appropriate sex education from their parents in the home and from trained teachers.
- ☐ the dangers of sexually transmitted diseases – particularly AIDS – mean young people must be well informed and acquire responsible attitudes.
- ☐ good sex education may help to avoid premature sexual involvement.
- ☐ withdrawal from formal sex education lessons does not mean that young people will not receive sex education in the school – they will still be in classrooms when issues which relate to sexual matters arise spontaneously and are discussed. They will also receive many second-hand versions of the lessons which they missed, from their friends in the playground.
- ☐ to allow withdrawal of young people from this area of the curriculum would set an unfortunate precedent for all other areas of the curriculum.

Teaching

Teaching methodology is primarily a job for the teaching staff but governors need to be aware of the variety of teaching techniques which may be used, so that they are more able to keep parents up to date with what is happening in sex education and to encourage parents to express their views on the teaching approaches to be used. Sex education needs to be taught by the teaching staff of the school. The use of outside speakers and other visitors should complement the role of the class or subject teacher and not replace it. Though these people have useful skills to offer, in most cases they are not trained teachers.

Sex education can be taught in mixed or single sex classes. There are many benefits to be gained from discussion of issues such as the family or parentcraft in mixed groups. Equally there are issues such as the hygiene of menstruation (periods) which may be discussed in single sex groups. Both girls and boys need to cover the same material to encourage greater understanding, appreciation and respect for each other as well as to provide a common core of important information.

Content

Decisions about content call for the greatest level of consultation between parents, teachers, governors, the l.e.a. through its advisers and policies, as well as with health education officers and other consultants.

Some considerations will be:

- ☐ legal requirements such as ensuring that programmes reflect the value of family life and moral considerations;
- ☐ the DES guidelines
- ☐ the l.e.a. policy;
- ☐ the wishes of parents;
- ☐ the age and developmental level of the children at the school;

The content may include:

- ☐ physical growth and development as well as body function, to include anatomical and emotional considerations;
- ☐ the family, relationships, loving and caring
- ☐ parenthood, sharing roles and responsibilities;
- ☐ animal and human reproduction;
- ☐ sexual intercourse;
- ☐ accurate information about sexually transmitted diseases (eg. AIDS) to include discussion of physical, social and moral dangers of promiscuity;
- ☐ contraception and sharing responsibility;
- ☐ issues such as abortion, sexual orientation and sexual abuse;
- ☐ attitudes and belief;
- ☐ use of health services;
- ☐ aspects of the law relating to sexual activity.

A theme running through whatever programme is devised needs to be the development of informed decision-making skills so that young people grow up able and willing to adopt moral, responsible behaviour patterns.

Anne Hovey is project director for the HEA school governors project.

QUESTION & ANSWER

I am the parent governor of our two-form entry village primary school, and several parents have come and complained to me about one of the class teachers. They say that children in that class make much less progress than children in the other class for that year. What should I do about this?

Your first course of action is to go and talk frankly to the head. It may be that judicious support at the right moment can rescue that teacher, and your visit may prod the head into taking action. From the staff point of view, it can be very difficult to ask for help and advice if you need it.

The head may say that nothing can be done without knowing which parents have complained. You may not be able to persuade them to come forward because they are afraid their children may suffer. It is understandable that the head would not want to act on an anonymous complaint though you may suspect that this is just an excuse to avoid unpleasantness. The truth may be that the head is well aware that something is amiss, but feels that there is very little that can be done about it, especially if parents won't provide any evidence.

Governors do have to remember firstly, that they are not inspectors, and secondly, that they have no power to act as individuals. If you are still not satisfied, you should consult the chair of governors. One thing that the governing body ought to do is inform themselves about the advisory and support services available, and ask what use the school makes of them.

If there is serious cause for concern about a teacher, the governing body must get advice from the l.e.a. about the correct procedures in dealing with this. It can cause havoc if you do the wrong thing. But having said that do not allow yourselves to be fobbed off if there is a real problem. You have a duty as a corporate body to insist that the l.e.a. takes action.

Felicity Taylor

FACT FILE



1986 EDUCATION ACT

Curriculum

18 (1) The articles of government for every county, controlled and maintained special school shall provide for it to be the duty of the governing body to consider:

☐ the policy of the l.e.a. as to the secular curriculum for the authority's schools, as expressed in the statement made by the authority under section 17 of this Act;

☐ what, in their opinion, should be the aims of the secular curriculum for the school; and

☐ how (if at all) the authority's policy with regard to matters other than sex education should in their opinion be modified in relation to the school.

1987 BILL CONSULTATION PAPER

Curriculum

58 (iv) it should be the responsiblity of the headteacher of such schools to secure implementation of the curriculum policy determined by the l.e.a. and defined by the governing body, *including* any modification made by the latter, and including specifically the implementation of the national curriculum. This contrasts with Section 18 of the 1986 Act which requires the headteacher to choose between the l.e.a's policy or the policy as modified by the governors.

Governors & Governing

Keep on finding out

CURRICULUM

Jo Pryke argues that information holds the key to current dilemmas

After the '86 Act, and with Baker's Bill coming up, governors seem to have a whole new job to tackle on the curriculum. Or do they? Perhaps past experience of attempting to exercise the oversight of the curriculum required of governors under the 1944 Act, can suggest how far Mr Baker's *pronunciamentos* may change an often lamentable situation in this area.

I have found that governors seldom, in practice, take much interest in their responsibility for the curriculum. Governor training courses constantly exhort those sufficiently committed to attend and to concern themselves with curriculum. It is, nevertheless, necessary first to make clear that they have a *right* (never mind a duty) to do so, before suggesting ways of going about the job.

Now certainly, in Baker's new era, governors *should* not be uninterested, ignorant or diffident, but they should never have been so. Will the situation change in terms of real action in real schools? Lack of information and training are obviously partly to blame, but there is no doubt that teachers have helped to create the situation. If you don't inform people or don't welcome questions they tend to remain ignorant and lack confidence. The reality of my own experience, and a reading of *The National Curriculum 5–16**, suggests things are not likely to change much.

Even an informed and trained governor who is aware of responsibility, and *not* diffident towards teachers, whose school is open and informative, can still exercise no effective "oversight" of the curriculum. I am such a governor.

The director of the authority where I served for 12 years required schools to give governing bodies regular departmental reports, which they conscientiously did. As governor of a large urban comprehensive, I would read each departmental report, circulated in advance of the next meeting, carefully. I would then see the head of the department concerned, and any other teachers I could. Two separate issues would confront me here (one of them absolutely predominant in the minds of the staff): the management of the subject within the school as a whole, and the content of the curriculum within the department.

On the first, I always heard sustained and heartfelt complaints about the shortage of resources and time allowed. When I took these worries to the head, he would meet them with equally convincing talk of overall responsibility; priorities and resources. At governing body level, governors broadly satisfied with the head's leadership would accept his word.

Ironically, this is an issue that will not go away under the new prescribed timetable. There are bound to be even more agonized sounds from the departments whose subjects are to be squeezed by Kenneth Baker into the 20 per cent of time left after the foundation course, compulsory RE, art, music, drama, design, home economics and physical education, to name only the most standard list.

On the content of a department's curriculum, I found that an enquiring governor, seeking to ascertain its relevance and appropriateness, can be even more firmly checkmated. The trouble is that you are not told, or told only dismissively, about possible *alternatives*. There is a real difficulty here, one in which genuine respect for professional expertise plays a part, though perhaps more than it should. Curriculum innovation and development are matters of considerable interest to many teachers, needing drive and backing from an interested head, and a supportive authority.

From time to time, over the years, we were informed of curricular innovations, and of all the conclusive reasons for them. At any given moment, however, the case for the curriculum currently being pursued was presented as practically unanswerable. Again, there is an irony about the proposed new arrangements, for if we are supposed to question things now, should we not go on doing so in the future? A conscientious governor, even in the new era, will want to find out how appropriate and relevant the "programmes of study", drawn up nationally, are for her/his school. Why should we accept *ex cathedra* judgements handed down centrally? What do we make of strong arguments for deviating from the national guidelines by a known and trusted head?

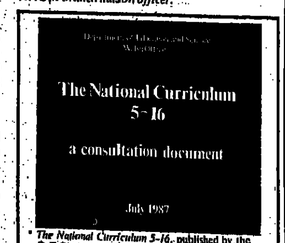
Above all, *one* governor attempting to exercise oversight is pretty useless, because efforts to overcome ignorance and diffidence about curriculum matters – one's own and others' – can be defeated by simple lack of interest in the subject on the part of many fellow-governors. In my school it was often clear, to the fury of the staff concerned, that most governors had not even read their departmental reports in advance of the meeting. Reviews of exam results were often received in a similarly passive fashion. Again, why should things be any different in the future? Will passivity not be encouraged by the knowledge that all has been ordained from on high.

But perhaps I am being carping and negative. Perhaps Kenneth Baker has at a stroke helpfully clarified our job and put it before us. Do we not now simply bend our efforts to policing the implementation of the centralised curriculum, and monitoring the results of the tests that check on effective delivery? *The National Curriculum 5–16* is quite specific. For example, "It is proposed that . . . The governing bodies of county, voluntary controlled and maintained special schools should be required to exercise their other statutory responsibilities in such a way as to secure that the national curriculum is followed in their school". Yet I wonder if my experience suggests that will in practice amount to an acceptance of such information and explanations as the head and teachers choose to provide?

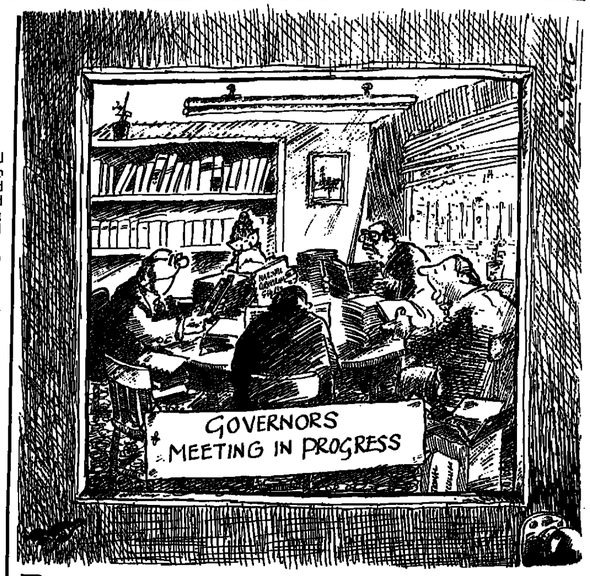
Policing and monitoring will be far from simple. While it may be fairly easy to see that an options scheme for the 14–16s provides the proper balance, it would be extremely difficult to examine the timetable of a large school to see what percentage is given to each subject for each group of pupils at each stage. It could be literally impossible to check up for primary schools. What of heads openly seeking sympathetic support for variations on the centrally-determined, but perhaps locally inappropriate pattern? After all, "The Secretaries of State do not intend to prescribe in legislation how much time should be allocated to each subject area". (*The National Curriculum 5–16*) Are governors to be legally liable for preserving percentages that are not statutorily laid down?

One answer for a governor under the new order will be to continue to discover how things are working for their own school, in traditional terms of support and resource – the things most non-curriculum-minded governors have always been on about. Certainly there will be old-style battles to be fought for more of these if the language and science requirements are to be met. And there will, in fact, be a greater need than ever before for governors – perhaps to become in some places the last local level of representation for a school – to take up and publicise the issues and problems arising from a centralised curriculum. Above all, there should be greater efforts than ever before to combat diffidence, ignorance and unwillingness to get involved: in other words more, better, obligatory, (and well-funded) training for governors, topped up by some regular *self*-appraisal.

Jo Pryke is a school governor in the Wirral and NAGM branch liaison officer.



* *The National Curriculum 5–16*, published by the D.E.S. (July 1987).



Purpose and prejudice

Ted Wragg

Education of one kind or another, whether it is received at a parent's knee, or within the walls of a room full of people at roughly the same stage of development, is what prevents humanity sliding back into a primitive state. Take away our ability to communicate what has been learned by previous generations and ultimately to add to it, and we should eventually become savages, eating foods that are poisonous, dying of curable diseases, exposed to the elements, and unaware of the massive power of collective and individual human brain power. Hence the importance of a school's curriculum, that set of experiences which occupies the days of schooling and helps shape each child's future.

A couple of years ago *The TES* held two national conferences on primary and secondary schools. At one of them a London head convulsed the audience by producing a huge holdall containing material about the curriculum which he had been sent by the DES, his local authority, subject organizations and pressure groups during the last year. The contents seemed limitless and the laughter rose as he pulled out papers, pamphlets and booklets demanding more of this and less of the other, like one of those music hall conjurers delivering endless silk scarves or paper flowers. There is no shortage of advice about the curriculum nowadays, and it is small wonder that any postman with a school on his round is automatically issued with a free NHS truss.

For those charged with assembling a curriculum, whether it is within a small school, or, in future, working out the details of a National Curriculum, the choice is formidable. The first question to be addressed is really about the very purpose of education. Should schooling be oriented towards jobs and the world of work, or should it, as has traditionally been the case, simply try to produce a general level of competence in a range of fields, leaving employers to deal with the specific knowledge and skills required for any particular job? For example, should children learn English for its own sake, how to read, write, express oneself orally; or car mechanic's English, how to spell "carburettor" and "alternator"?

The dangers facing governors who are not able to read the many miles of written material or attend the countless conferences on curriculum are of two kinds. The first is to feel overawed by the sheer volume of the debate and stay silent. But governors have been elected as spokes-people for ordinary folk, not as world experts on curriculum development, so the enigmatic Mona Lisa smile is not an especially helpful contribution.

Secondly governors may well be tempted to give too much prominence to their own personal prejudices, sometimes wishing to see a mere replication of what they themselves were taught at school. It is very easy to object to children studying what appear to be newfangled and alien subjects, so that fields like "environmental science"; "media studies", "health education" and "microelectronics" can never penetrate. Yet with many children watching over 25 hours a week of television, learning to understand and discriminate amongst the media is vital, and with the severe pressures on young people to smoke, overindulge in alcohol or experiment with drugs, the need for a good health education programme is very high.

One aspect of curriculum in which governors frequently find themselves enmeshed nowadays is over controversial issues such as political education, sex education or peace studies. Lest anyone should think this is in any way novel, it should be pointed out that, in the last century and earlier, there was a serious school of thought which held that teaching members of the proletariat to read and write was politically subversive, on the grounds that it might give them aspirations beyond their social status.

Unfortunately some mass circulation newspapers have clouded the issue by giving the impression that the staffrooms of Britain's schools are full of political anarchists eager to foment revolution in the nation's youth. As someone who visits many schools I must confess that the largely good-humoured common rooms full of people marking books, planning lessons, playing bridge or collaborating over a crossword puzzle, have always seemed to me to be about as revolutionary as the average Benedictine Monastery. The fear that teachers seek to corrupt, rather than educate young people, is largely misplaced.

So too is the fear that children are in perpetual need of being shielded from the realities of adult life. Most have, through television, an all too clear picture of the hazards of being a grown-up in late twentieth century Britain. What they need is a proper opportunity to discuss the matters which worry, perplex and confuse them in a climate of care and support. There is an anxiety, for example, that those who have had a sex education programme will immediately rush off and procreate. If the effects of schooling were that potent, modern language teachers would have produced a nation of bilinguals.

EXTRA

Is there a place for primary English?

Possessing subtle riches

GERALD HAIGH

The subject of English is a bit like the Church of England in that what at first sight seems to be a well-defined area of endeavour, with clear aims and a solid structure, turns out on close examination to be a tripple-distilled dogs breakfast of contradictory factions.

In the primary school, for instance, where we have always been pretty certain, when faced with two trees, to bark up the wrong one, we are not even sure what "English" means. There are those primary teachers who see it mainly as "creative writing"; there are others who see it in mainly literary terms, and some who think it is all a matter of working from course books. It is this kind of confusion which leads some heads, often to the relief of the local inspectorate, to drop the subject from the timetable altogether, on the grounds that books, writing, talking and listening will permeate the good primary curriculum anyway, and all you lose by dropping "English" are the garbage activities such as comprehension and course book exercises.

What this leads to is the notion that a primary school which has English on the timetable is likely to be committed to stultifying and anti-intellectual practices, just as a car with a "Keep Clear" sticker in the rear window is the one most likely to knock you off your bike at the next roundabout.

It is not difficult to see why this feeling should exist. Progressive and rewarding language activities – expressive writing, the enjoyment of poetry, classroom talk – can, after all, quite easily be assimilated under any number of timetable headings. Timewasters such as SRA, comprehension and, the coursebook, however, can really be given no other title than "English", which gets a bad name as a result.

What is really worrying, of course, is that so many teachers still really believe that our beloved language can be taught by breaking it up into lots of little bits and exercising them separately. "Today we're going to do the apostrophe." Fifteen years after the Bullock Report, and even longer after the language teaching revolution of the late sixties, there are still thousands of children whose writing experience consists largely of answering snippety questions from workcards and coursebooks.

Why should this be? Well, for one thing, GCE English Language has a lot to answer for. The Comprehension Exercise and its manifold derivatives was always a major component in GCE. It loomed over the secondary school fifth form and cast its influence right down the age range, not least because most primary teachers had done comprehension exercises themselves – and were very probably good at them too.

Another anti-educational influence at work here is the deep unease which many teachers feel about any subject which lacks an obvious structure. So often the parallel is drawn with mathematics, which is seen as being a matter of simple progressions – first you learn to add single digits, then you learn to add bigger numbers, then you learn to subtract them, and so on until you can do gargantuan long division sums. Not only is it all progressive, it is also a matter of prerequisites – you cannot do step B until you have mastered step A, because step A is embedded in the working out of step B. What this leads to is a lovely, logical school subject of a kind which will keep children working away with their heads down, arriving occasionally at the teacher's desk with pages of beautifully ruled off numbers to be ritually decorated with red ticks. Many teachers dream of similar certainties in English – and the publishers, of course, do not fail them, providing any number of course book schemes with Book 1 for the First Year, Book 2 for the Second Year and so on. Workman-like exercises appear in notebooks, red ticks march across the pages, and, "Jim is on the comma at the moment. He is going on to the full stop next week."

The big problem, of course, is that learning is a lot more subtle than that. Even maths, the archetype of orderly progression, becomes diffuse and elaborated when we start to teach it properly. Oh, the progressions are there all right, but they are far from obvious and far from susceptible to the regimented forward march.

So it is with the child's acquisition and appreciation of language. There is progression and there are prerequisite steps, but they are not of an obvious kind, and cannot be dealt with by the kind of classroom work which many children have to endure.

Clear evidence of the counter-productive nature of so much that goes on in the "English" slot is seen in the way that children perceive and value their own written English work. Research shows that children who are asked to choose their "best" work will in fact select on the basis of neatness and freedom from spelling and structural errors. It is a matter of common classroom observation, indeed, that many – perhaps most – pupils are entirely unfamiliar with the notion that a piece of writing may be "good" in any sense other than "accurate and neat". Similarly, very few children are successfully taught to see a piece of writing as a growing, developing thing with crossings out and false starts. It is an indictment of our teaching that so many children see the aim of classroom writing as being to produce, at first go, a neat and accurate page.

But do all these things mean that it is right to give it all up; to remove English from the primary curriculum altogether? Do we harken to the cri-de-coeur of the English adviser who told me recently that, "There is much good writing, but it is more likely to be seen in some curriculum area other than English." The introspective nature of many RE syllabuses, for instance, or the writing tasks inspired by some of the TV history programmes for schools, are going to inspire better things than is a blackboard which says, "Name, Date, A Windy Day."

To my mind, though, the commitment to "English" runs more deeply than that. Just as much as it brings memories of trying to fathom what a gerund was, "English" recalls for me my teacher Arthur Shirtcliffe reading *Hiawatha* to a class of rapt 11-year old miners' children. English, surely, possesses subtle riches beyond the bounds of what can be managed in primary school general topic work. To try to do without it, I feel, is to seem to deny that there is worth and pleasure within the language itself. Sandy Brown-john's work on poetry, for instance, points to activities which cannot always easily arise within the context of other work. Their value lies in their delight in the words themselves.

Primary teachers should remember too that in the secondary sector "English" as a subject is often alive and vigorous – the National Association for the Teaching of English is a powerful influence here, and the requirements of GCSE English give hope for better models of practice at the top of the age range. The message for me, therefore, is that English does have a place in the primary school, and that it is our duty to ensure that the subject label becomes identified in the minds of our pupils with a lively, varied and demanding exploration of the rich, perplexing and always intriguing philosophical entity which is our native tongue.

Gerald Haigh is Head of Henry Ballains Middle School, Bedworth and Author of "English 8-13", Temple Smith.

From language to English

Small step or giant stride?

DAVID PLAYFOOT

When my eldest son moved from his primary school to our local comprehensive he came home after his first day full of it all – he seemed to find the choice available at school lunch the most significant event, but in among the welter of comment and information were one or two overtly educational lines. "The timetable", the copying of which seems to occupy the first hour of every pupil's first day in secondary school, has caused some mild excitement; in particular he was pleased to be doing "English". I pointed out that he had spent some years at primary school on the same subject but he would not be dissuaded – this was proper English!

Of course, in many ways he was right – the distinction between language development in the primary school and English in the secondary school has always been seen by teachers and pupils as more than simple terminology. I remember well my head of department's briefing when I first joined a secondary school as an English teacher; it went something like this: "The children coming to us from the primary school will know nothing about sentence structure, parts of speech, punctuation etc. and their hand writing, general presentation and vocabulary will be poor, so these are the issues we will start with . . ."

There was no blame or condescension intended towards our primary collengues – it was simply that they did different things which were appropriate to that age range. Such a sharp dichotomy was more a reflection of examination demands, lack of liaison and plain ignorance of what was happening in primary schools than any arrogance on the part of secondary English teachers. However, that echo from the late sixties still finds sympathetic ears and misconceptions continue to abound. The recently published HMI booklet *English from 5–16* set out to dispel the misconceptions, but at the moment its title sounds more like a plea than a statement of practice. A major reason for this is the differing approaches inherent in language development as opposed to English.

Language development takes a holistic view of curriculum and the child's inter-action with the learning process. What this means in practice is that teachers in primary schools will use any opportunity to encourage the use of language in all its forms. This does not mean that there won't be times when specific tasks, such as teaching reading skills, take place, but it does mean that while a child is drawing a picture, the teacher is likely to use the activity to initiate discussion to encourage analytical thinking, vocabulary extension and so on. Frequently the child's picture will be linked with an aspect of topic work which will almost certainly involve some written and reading work and so the process becomes a mesh of skills and ideas drawn from a variety of curriculum areas.

A similar drawing activity in a secondary school would be much more concerned with the development of observational and design skills appropriate to that teacher's discipline – note that once we move into the secondary sector we talk of "disciplines" and "subjects", not "curriculum areas"! Of course, the art teacher would talk and debate with her pupils, but that sense of being responsible for developing spoken language would not usually be there.

First and crucially, the secondary English teacher is seen as a specialist while primary teachers are seen as generalists.

Partly as a result of this, the content of a language development syllabus is often derived from a variety of curriculum areas. A successful project that has been well planned, with elements of art, craft, maths, science, history, RE and so on will have much of its work underpinned by language development.

Content in the early years of secondary school tends to be self-generated: by that I mean that the department creates its own syllabus using teacher-produced and published materials to support aims specific to "English"; it is the needs and practices of the subject which define the content.

The second point of difference then is in content.

In the teaching of skills one can also easily identify obvious differences. In reading, for example, the primary school gives considerable time to the teaching of basic skills such as discrimination between letter shapes, word-recognition and the phonetic value of letters; it is not unknown for young children to acquire the basic skills of reading and then flounder in the sea of uncertainty called "free-choice" until reading development is picked up again at secondary school. If, and unfortunately it is sometimes a big "if", English teaching includes such skills as recognizing bias, discriminating between judgement and fact, understanding inference, scanning and a host of other higher order skills, then pupils can build in a meaningful way upon the basic reading skills learnt at primary school.

Of course, the teachers' skill is in ignoring as far as is possible the arbitrary divide at 11 and allowing each child to reach the stage of literacy of which he or she is capable.

The differences between the two approaches stem mainly from the varying organizational structures in each sector, the perceived needs of parents, the community and society concerning language. I in no way condemn these differences – many of them are valid and simply reflect the developmental process all children go through – but there remains considerable concern over the big leap many of our pupils are expected to make on transfer and we need to look at practical ways to make it more of a small step.

One method of approach is to accentuate the positive; by looking at those areas of language that recognizably span the 5–16 age range and are therefore common to primary and secondary, it is possible to find relevant ideas for continuity.

For example, English and language development are seen by most teachers as being concerned with communication; from such an understanding a range of methods of increasing levels of sophistication can be developed which run from 5 to 16. Equally, most teachers of English would agree that a love of literature is something they would hope to give their pupils – another useful starting point. So too is the exploration of ideas and insight into thought processes that, language development/English encourages. These, and other facets of the subject, seem to me to offer areas of contact which can give a framework for continuity.

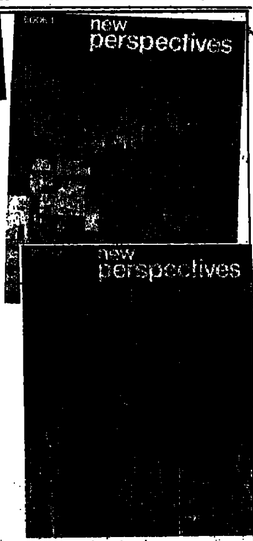
Another model worth serious consideration for secondary teachers of English is that of that vigorous but threatened species, the middle school language co-ordinator. In many middle schools now there is exciting work which has come about through the use of curriculum co-ordinators as opposed to heads of departments. The difference is not one of style and emphasis but one based upon the notion that the co-ordinator guides and helps organize the staff who teach language development/English rather than work a specialist timetable where their expertise is shared among many children.

Such a philosophy has major implications for timetabling and at my own 9–13 middle school we now have a 20 period week and most form tutors are seen as teachers of English. As a number of them are also co-ordinators of other curriculum areas, the opportunities for cross-curricular links are greatly increased. So too is the awareness of resources, perhaps in the library or in publishers' lists, which helps put English into the role of being fundamental to the learning process – and not just another subject on the timetable.

Many of the differences our children experience at varying stages of their education are appropriate and positive, but the divide between sectors is often too great; we need to look to areas of commonality such as outlined above and to more imaginative organizational structures if *English from 5–16* is to lose its hollow ring.

David Playfoot is Headteacher of Uplands Middle School, Sudbury, Suffolk

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EXTRA

It is necessary to say that the books studied for GCSE may be contentious

Dirty stories

JIM SWEETMAN

Dear Headteacher,
I wish to complain in the strongest possible terms about the story which my daughter Karen was asked to read in her English lesson yesterday . . .

Any English teacher who has not yet received one of these letters is fortunate in a changed educational climate where teachers are fair game for national and local politicians, school governors or parents concerned about sex and sexuality, the portrayal of violence, radical politics and race.

The attacks are difficult to deflect. The argument that there are worse things on the television or that the teacher knows best are just not adequate any more. After all, how do you justify asking a 14 year-old girl to read a chapter from a book which includes this passage?

> "Jud raised the poker, then pushed him away with his other hand.
> 'You bastard! You big rotten bastard!'
> 'Don't call me a bastard, else tha'll be next to get it.'
> 'You bastard! You fu-----n' bastard.'
> Billy stood his ground, then turned at the cuff from his mother.
> 'Shut up, Billy! I'm not havin' that kind of language in here!' "

Or how about this for the same class?

> "She reached up an' kissed me side of the face. She says she never kissed a grown man before an' she might as well kiss a nigger. She says what her papa do to her don't count. She says: 'Kiss me back, nigger.' "

If that's too contentious there's always this:

> "He stopped thinking and merely felt. The girl's waist in the bend of his arm was soft and warm. He pulled her round so that they were breast to breast; her body seemed to melt into his. Wherever his hands moved it was all as yielding as water. Their mouths clung together;"

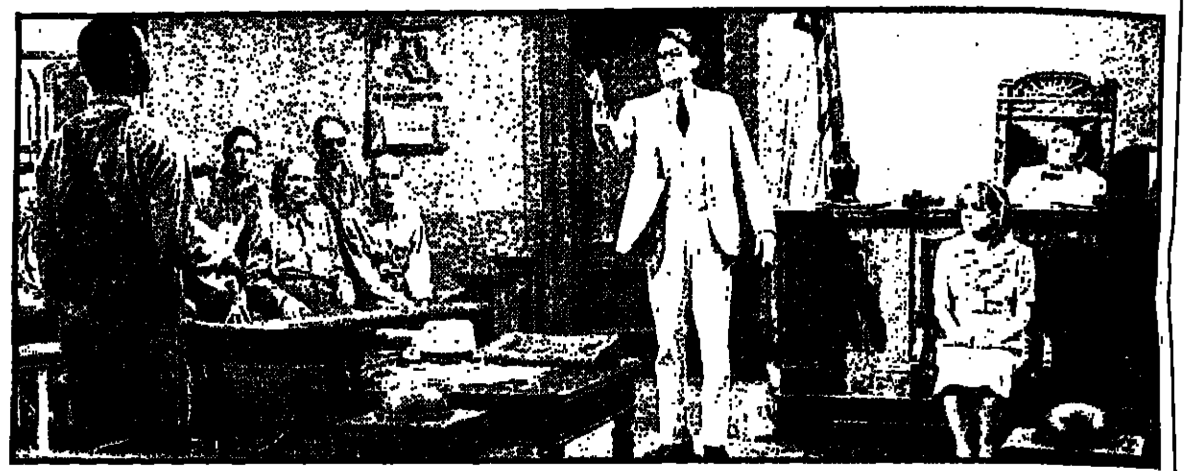
Or this?

> "She was already there, face down, arms spread out, naked except for her little red pants. She had turned brown in the night. Yesterday she was a scarlet and white woman, today she was a brown woman. Stanley let out a whistle. She lifted her head, startled, as if she'd been asleep, and looked straight at them. The sun in her eyes, she blinked and stared then she dropped her head again. At this gesture of indifference, they all three, Stanley, Tom and old Harry, let out whistles and yells. Harry was doing it in parody of the younger men, making fun of them, but he was also angry. They were all angry because of her utter indifference to the three men watching her.
> "Bitch," said Stanley."

Perhaps, after reading that the class could do with this advice:

> "You give me a good whore-house every time," he said. "A guy can go in an' get drunk and get ever'thing outa his system all at once, an no messes. And he knows how much it's gonna set him back. These here jail baits is just set on the trigger of the hoosegow."

All of these extracts are from books which are, in their own ways, classics and have found their way into GCE and CSE syllabuses. In one sense, the fact that they are so widely used at least provides an aura of respectability, but with GCSE and, in particular, its



Trial scene from the 1962 film version of Harper Lee's "To Kill a Mocking Bird". Still shocking parental sensibilities?

request for "wider reading" there are greater dangers for English teachers and schools.

A conscientious department will now be buying fiction for class libraries or book boxes. Teenage fiction deals, by and large, with teenage problems with an admirable degree of frankness and a refusal to be sanctimonious or coy. Adultery, divorce and abortion rub shoulders with terrorism, homosexuality and racism but it needs to be borne in mind by teachers that there are children for whom such issues, realities and predilections only exist in the fiction books which they are asked to read.

It is against this background that the English department will have to mount its defence and as the number of complaints increase it will be as well for every English department to be prepared.

The first, and natural, line of defence is to defend the book itself, but this is not always easy. Just what, for example, is the literary merit of *Kes* (the first extract cited above)? It's certainly a good story and children enjoy reading it, but is it really true to life or close to the experience of teenagers today? For a start it is outdated by its prices and predecimal coinage! More seriously, Billy Caspar has the option of a job down the pit when he leaves school and, also, he is a 15-year-old school leaver when the realistic leaving age for Billy today might be 18 after a couple of YTS courses at the local tech. Finally, who is Bobby Charlton anyway?

Does it reveal truths about family life and social conditions in Britain today? Hardly. Billy hasn't even got a video and family entertainment is a night at a thriving club. Even his CSE oral practice at giving the classroom talk has been overtaken by the GCSE demand for interaction and small group work!

In short this is a difficult wicket to bat on. The book has a kind of period charm in a similar way to equally contentious texts such as Shelagh Delaney's *A Taste of Honey*, Alan Sillitoe's *Loneliness of the Long Distance Runner* – these days he'd get community service – and Stan Barstow's *The Desperadoes* but the reasons why these are studied in schools may have more to do with habit and the cost of replacing book sets than their contemporary relevance.

The second line of defence is the notion of the classroom as a liberal institution where it is more important to encourage the habit of reading than to agonize over what is actually read. Again, for teachers, this is a perfectly credible position but one which is becoming gradually more untenable as the range of available and easily accessible reading material becomes more violent and pornographic. There are now plenty of books which conscientious English teachers actually would not want in their classrooms. Formula horror writing and novels which casually feature torture and sexual degradation are on every railway station bookstall to give any parent the wherewithal to ask the teacher just what "wider-reading" means. In practice, very few teachers are truly non-judgemental about the reading which takes place in their classrooms, but equally few would want to find themselves in the business of drawing lines and boundaries around specific texts.

The third, and for me the most profitable answer, is to locate the book as one of a number of classroom resources rather than the only stimulus to writing. In this sense the book is subjugated to a particular classroom purpose for which it is read. However, this is difficult to substantiate once the complaint has been made and requires some preparation and dissemination to parents at an earlier stage. Essentially, all parents need to realize that reading books where people swear will not make their children use bad language any more than reading *Oliver Twist* will encourage them to pick pockets, but once they have arrived self-righteously in the headteacher's office it is probably too late for this kind of cool reasoning.

The answer is perhaps to incorporate some kind of statement into the school prospectus or into a departmental scheme of work or syllabus. It may also be worth trying to educate the governing body before the annual public meeting fans the issue out of proportion.

It is necessary to say that the books studied in school for GCSE may well be contentious, either in their content or their language, but that they are used in appropriate ways to make children more aware of the world around them, to encourage them to form moral judgements in becoming mature, thinking adults. It is as well to state that the new GCSE examination encourages children to reflect upon their independent reading and that the purpose of this self-examination is to widen the scope of what is read and to develop a more critical attitude towards it.

There will still be complaints despite all this, but if your headteacher has a copy of the above, and it has been explained to the governors, and is available for parents then it will be the school, rather than the individual teacher, which will be interrogated. If the answers are readily to hand and the groundwork complete, then the institution has nothing to fear. However, if this isn't done soon, and on a wide scale, then the possibility of pressure on schools, education authorities, examining boards and Members of Parliament could lend not only to prescribed testing in schools but also towards centrally prescribed texts and censorship.

The extracts at the beginning of this article are from *Kes* by Barry Hines, *To Kill a Mockingbird* by Harper Lee, *1984* by George Orwell, *A Woman on a Roof* by Doris Lessing and *Of Mice and Men* by John Steinbeck. A "hoosegow" is a slang term for a jail.

Jim Sweetman is a GCSE chief examiner but the views expressed in this article are his own.

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Short and sweet

ANDREW GOODWYN

A glance at any publisher's catalogue would reveal that the English section is increasingly filled with the hybrids of literature, short stories. They come in all manner of groupings, by theme, genre, nationality, by author or by other, sometimes tenuous, means. Such popularity, of course, is not necessarily an indicator of a positive development in English teaching, a glance at the dozens of appallingly dull course books on offer would immediately prove that. However, I feel that the short story has gained in status because it provides a special kind of reading experience that teachers are now fully recognizing and so, in this case, those publishers' lengthy lists are a positive sign of a rich, new range of possibilities.

Teachers are working wonders with the idea of narrative; for example, in the classroom simply re-telling a story can be a powerful and active experience. Such an approach forms a part of the increasing emphasis on oral work and the encouragement of personal responses to literature for which the ideal stimulus is the short story. To be straightforwardly pragmatic the short story has the undeniable quality of being roughly lesson or homework length. You can read one, discuss it and even write about it, all in one hour. This factor is, in itself, only one advantage of the form but one which allows for a flexibility in reading and study for both pupils and teacher.

A second practical point, though problematic in origin, is the pressure within the English curriculum itself. Any department that has tried to respond to the importance in English teaching of the multicultural, computer-assisted learning, gender and media work will have found its curriculum suffering from an overcrowding of demands. Less emphasis on language exercises may have helped to create room but if you are going to cover a genuinely broad and diverse curriculum, then using shorter fiction can certainly be of real help.

For example, a term like multicultural becomes meaningless unless it implies an introduction for pupils to a number of cultural traditions as well as their own. This introduction is a school-wide concern but an English department can offer the stories that are the catalysts to change in pupils' general attitudes. The use of short stories can be extremely effective here because a whole range of writers and styles can be covered in a comparatively brief period of time and without the disadvantages attendant upon reading bits and extracts from novels.

A third, very positive point, is the emphasis that GCSE English and English literature place on wider reading. For some adolescent pupils reading itself is a chore and wider reading anathema, while for other, keen readers, it is a chance, at last, to make independent decisions in school about what they read and why they read it. For either type of reader (and all the rest), short stories foster a genuine breadth of choice. A teacher can feel that even the least able pupil can read a number of short stories over a period of time and the more capable student browse through many before concentrating on a more specific area. A teacher can recommend and provide short stories, giving guidance and advice in a structured manner that might be equally suitable for the study of a group of novels except for the impossible demands this would place on some young readers.

Despite my claims for the advantages of short stories I am in no way

continued

EXTRA

A starting point for thoughts and feelings

Red!

KEITH KENNEDY

Red! A word for the English teacher, and a cue for action in the classroom. But, before any images of mixing powder paint and watery messes arise – stop! Think, rather, of red as a starting point for thoughts and feelings. Here is an account of a three-week project devoted to red, which I offered to a class of junior school children.

"Red – where does it appear in your life?" each child was asked. By discussion we established that it is everywhere and inexcludable from our lives. Pictures of "quintessentially red" objects were distributed to each member of the class. These were unsensational subjects, eg car, vase, carpet, and had been chosen for the density of their red-ness. The children were invited to think and write red-ly, using red pencils.

Next came a story: red letter day. A simple tale of Joe White, a milkman, who sets out on his day off to visit the shops and finds that red objects in the landscape impinge upon his vision. thirty-five millimetre slides were projected to demonstrate the obtrusiveness of the objects. Finally, he becomes so distracted that he returns home and takes refuge in his attic, which recently he has painted white. At this point I gave each child a diagram of the room. My next demand was for each to close his or her eyes and bring a pencil point (red, of course) down upon the sheet within the bounds of the diagram. Then, each was called upon to be Joe; see the speck of red and finish the story in picture and words.

This session was concluded by everyone accommodating red in his or her name. Thus, I became Keith KenneREDy.

On meeting again, the first question posed was: "How red has your week been?" We followed this by tape-recording our rougified names, and here I called for red – bold, strong – declamations. The possibility of language having qualities of red-ness was discussed, and our favourite red words recorded.

However, these were juniors and I wished now to steer them towards performance. I asked for red faces to be made, and provided card and the necessary tools. When these masks were ready, and a mirror had done the rounds, I uncovered the "properties" I had prepared earlier: The Ruby Heart (an appropriately shaped stone), The Shield of Skar (a car hub-cap), The Slipper of Rubirosa (a boot), and other items found and painted by myself. Then, I asked for plays to be invented, drawing upon any of the effects we had created. I asked, also, for scarlet scrolls to be inscribed and used in their performances. Red ribbons were made available.

Our third, and final, meeting began with more questions. I handed out questionnaires, and these were completed by the children. "In my room there is a red . . . In our house there is a red . . . I wear a red . . ." From being pitched at a domestic level, these questions went as far as "On my holidays I saw a red . . .".

The drama of the previous week had been enjoyed. Now, I offered Scarlet Street. I produced my set of boxes labelled Names, Statuses and Jobs and each pupil drew a word from each box. Thus, after three dips a child had joined a family – the Rudds, Pinks, Rubys, or Rufus's – had become either a grandparent, parent or sibling, and was home-based or working. We moved on into discussion and rehearsal groups, and finally, domestic dramas were enacted.

I completed my project without using all the materials I had prepared. I have my red quiz ("Who are the Red Indians? What does the expression 'to see red' mean?"). Two sequences of images – dramatic red (pictures of dramatic events in which red is the principal colouring, and red people (images of both sexes wearing red clothing) – were not used. The set of red clown noses made from ping-pong balls were not paraded.

So, this was a sequence of lessons based upon red and was not simply a process of thinking about a colour, but of colouring one's thinking. As far as possible seeing red, hearing red, smelling red, tasting red and being red. And, next? Why not a journey through other colours to black and white? To be of one colour, and to attempt to know its opposite? This could be a practice to serve schools, not least those which stand beyond the bounds of the racially-mixed areas.

Keith Kennedy teaches at the Page Green Centre, Tottenham

Short and sweet

continued

suggesting that they are an easy option. The point is not that a short story is merely "lesson length", it is group length: ie it is an ideal length for a diverse group to read/hear, interpret and respond to in a direct way. The response though is to a precise and demanding narrative, sometimes nearer in form to a poem than to prose. The tightness of construction and density of allusion require all pupils to make a close and intensive reading. Yet in the study of shorter fiction pupils can discover some of the fundamental elements that underpin all narratives, linking their reading to an appreciation of other short narratives such as the fable, parable and so on.

Another powerful interest is the comparative work that one can do with short stories. Children, especially very young children, tend only to think of stories; length is of no moment to them. However they are always sophisticated readers, questioning whatever narrative forms structure the stories they are presently reading. Placing stories together provides scope for young readers, whether primary or secondary, to examine elemental factors.

There are numerous ways of focusing the children's interest in story from looking at themes, narrators, morals and so on to beginning a consideration of genre and more complex literary ideas. Stories can be compared from different periods or countries to look at both universal and discrete elements. They can also be selected by children for children. Naturally it is to be hoped that our pupils constantly recommend full length books to each other but some may never do so. Work on a group of short stories can allow all pupils to compare and select and even to examine the processes through which stories arrive in front of them. An approach I find valuable is to ask pupils to edit a collection of stories paying attention to how they might be grouped, whether they need notes, illustrations etc., and even what kind of cover would be suitable. Such an exercise goes a great deal farther than the well worn "Design your own book cover": children are being asked to examine some of the fundamental points about book production, an area that they do not usually consider.

In conclusion I think there is going to be an increasing use of short stories, particularly at GCSE level, and it will make English teaching more varied and more enjoyable. It will complement study of the novel and, I would hope, help all readers, including the less able, to gain more from longer fiction. As well as the evidence of the lengthening publishers' lists for this confident view I have very recent proof in the popularity of a NATE publication with which I was involved called "Working with Short Stories". This was a collection of teachers' ideas and schemes of work and it sold out, immediately.

English teachers and children love stories and the more they share them the better for all.

Andrew Goodwyn is head of English at Nower Hill High school, Harrow, Middlesex.

Food for thought

GCSE Coursework: English and English Literature. By Peter Chilver. Macmillan Education £4.95. 0 333 44315 2.

GCSE material is multiplying at breathtaking speed – and not a moment too soon (perhaps indeed, too late) for teachers and pupils preparing for June 1988. The great advantages of the recent offering from Macmillan is its combination of theoretical debate, practical hints, common sense and first-hand examples of pupils' work.

CGSE Coursework: English and English Literature is part of a series aimed to help teachers to tackle coursework and as such is essential for departmental discussions on unit composition, syllabuses, mixed-ability teaching and assessment. Peter Chilver leaves barely a stone unturned while examining merits and problems of GCSE English – yes, the new qualification brings "official respectability" to the "good practice" already used by many teachers; and yes, it affords comparable credibility to the four activities of talking, listening, reading and writing. But how to unravel the terms and objectives of the national criteria and examination boards alike? And is English literature likely to be squeezed out of existence? Mr Chilver addresses these and further problems positively, thus ensuring food for thought in departments.

The book contains sections on setting tasks (one excellent chapter including an outline for a possible course in English and English literature with 12 separate yet interrelated units); examples of pupils written work (for oral examples a cassette tape is available – ISBN 0 333 45921 0); and suggestions for assessment and moderation. It is, as its subheading explains, a teacher's guide to organization and assessment – well worth attention.

Jacqueline Fisher

By-pass

The Great Writers: Their Lives, Works and Inspiration:
Far from the Madding Crowd. By Thomas Hardy
0 86307 665 3
Great Expectations. By Charles Dickens
086307 6645
The Picture of Dorian Gray. By Oscar Wilde.
083607 667 X
The Mill on the Floss. By George Eliot.
0 86307 668 8
Marshall Cavendish, £3.95 each.

This series of books and brochures, which runs to over 50 titles, is a sustained attempt to by-pass the educational custodians of literature, while at the same time using many of their best pedagogic ploys; the brochures in particular are a bit reminiscent of David Self's excellent "Guidelines" series. As a result of high-pressure and presumably successful marketing they seem to turn up in strange places not normally thought of as educationist's patches, and even remote and rural newsagents have been known to sport them among the toffee, crisps and mild pornography with quiet pride. The aim appears to be to restore the Book as Thing to those who wish to own and exhibit at low price.

Perhaps the decent burgher has always found the paperback concept slightly suspect.

The intellectual will look for good editing and annotation and an introduction by a leading scholar or critic; but to the burgherly, the paperback, whatever its intrinsic merits, has a throwaway air. Whether the imitation leather packaging of the books under discussion will work for or against them I leave others to judge (although, to be fair, each package seems cheap enough by today's insane standards.)

According to the blurb, which is virtually repeated in the general brochure-guide, the brochures offer to "bring the book to life". Rather an unfortunate phrase, as the whole tone of the approach suggests that the product will rouse even the hard-headed to ecstacy. The brochures provide interesting snippets of biographical and contextual information, some plot and character summary and some often light and elementary critical analysis. This is most successful when it reminds us that authors like Dickens, Eliot and Hardy were fiercely radical critics of the society they lived in, not merely the adumbrators of popular entertainment and show business they are often made out to be for marketing purposes.

The brochures are quite lively and stimulating and lavishly illustrated, though the illustrations are quite often of things, events or people not actually in the novel (novels preponderate). The provenance of the illustration is scrupulously if often a little over-succinctly noted. There are some suspiciously slapdash moments: it seems odd to claim, for example, of the author of *Tess of the D'Ubervilles* that with the publication of that resolutely provocative novel, his "social status" was "finally assured", when one thinks of the pious book-burnings and Lady Bracknell-like indignation that actually greeted the appearance of *Tess* and *Jude*, its companion in criminality. However, there are not many statements on a level with that in the general introductory brochure, in which it is asserted, of Rupert Brooke's sonnets, that they "expressed the tragedy of war-torn England", which could give rise to various kinds of confusion.

I will not deny that this series may be a good thing in several ways, although there are grounds for concern, of which perhaps the most serious is that while the language of critico-editorial adulation suggests an insistence on the pursuit of the unimpeachably excellent, the actual choice of texts suggests a middlebrow purchaser insufficiently alerted to the differences between a formidably good book like *Great Expectations* and third division stuff like that produced by H E Bates, Jack London and Louisa M Alcott.

Edward Neill

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This full dramatisation of D H Lawrence's 1912 short story of a miners' strike enables comparison with the 1984–85 dispute. **29 January**
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South African and Caribbean writers and poets are heard in a discussion of their work and backgrounds. **5 February**
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EXTRA

University of East Anglia PGCE project

Swap scheme

HILARY TAGG

A new scheme operating in Norfolk secondary schools is putting heads of department back into the classroom to learn alongside student teachers. Originally devised to improve the Post-Graduate Certificate of Education (PGCE) training, the benefits have proved broader than initially expected.

The English Induction Group (EIG) as it has been called, was conceived by Michael Hayhoe and his colleague Steven Parker, both lecturers in the School of Education at the University of East Anglia, who felt "something was missing" in the existing system.

The scheme provides resources to twin six heads of English departments with schools in which trainee teachers do their teaching practice. Their role is to observe, encourage and offer constructive criticism. A visiting and incumbent head of English swap places for two half days in the allotted schools. While their primary function is to observe students, they also get the chance to see how neighbouring schools work, and have found it a revealing exercise.

The object is to offer students the opportunity of consultation with and getting advice from a head teacher who is not a member of staff, but who is involved with teaching in a similar department in the area. The role supplements the advice given by course lecturers whose intimacy with teaching in schools is necessarily limited.

The money provided for the scheme by the School Curriculum Development Committee (SCDC), was used for supply teachers to cover visiting departmental heads. In future it is hoped that extra cash will be found to finance videotaped lessons, seminars and role-plays, which would broaden the scheme and add to its usefulness for both students and teachers.

Only six students out of a group of 20 were able to take part in the scheme last year due to limited resources. General opinion was that the EIG was useful. Sara Wallin, who now works at the school from which her visiting head came, claimed that he was "more tuned in and knew the level of the kids better." She found the comments he wrote about her lessons were largely constructive and gave her confidence, partly because he was an independent observer and gave another dimension to the existing PGCE structure.

Drew Duncan, who took part in the scheme last year, admitted that the fact that it wasn't his own lecturers observing him meant that he was "much more relaxed", and added, "they had no pre-conceived ideas, it was very clear they were there to support and advise. It takes the pressure off." He was also convinced that, "the more qualified people involved the better, because there is more chance of true assessment". Before the scheme, he explained, if you had an "off" day or didn't get on with a tutor, final results could be badly affected.

Richard Taylor, one of the six heads of English who took part in the scheme spoke of the advantages from his point of view. "As soon as I went into the new classroom I knew I was going to learn a lot," he said. "It's a reminder that schools are enormously different. You assess your own performance as well as the students'. It's a very salutary experience."

He went on to explain that going into another school gave him the freedom to observe aspects of classroom teaching which familiarity had made dull in his own school. "You don't know much about the class or school, so you can look in isolation." He and his colleagues soon found that students they visited often used them as a confidante to discuss problems they felt were too sensitive to approach an incumbent head or lecturer about. These might include personality clashes, a disagreement between student and incumbent head over policy, or a difference of opinion over a set book or play.

Jean Hayhoe, wife of the EIG's initiator and visiting head in the scheme found that "students tended to ask simple questions which they felt too silly to ask incumbent heads". Basic but nevertheless worrying problems, like how to write on the blackboard without turning one's back to the class, was an example she gave from one bashful student.

Jean Hayhoe also used her role to offer friendly and encouraging advice which stemmed from her own experience. "I tell them not to work too hard. Some of them will spend four or five hours in preparation for a lesson. You can't keep that up!" she said.

Like all new schemes, it has not been without problems. Jean Hayhoe's main concern was about the amount of time she had to spend out of her own classroom. Together with various other government and l.e.a. initiatives she felt the pressure on her time was increasing. While she believed that "heads of department really ought to have some contact with probationers as part of their contract", she saw the dilemma this might produce in taking them away from their own teaching.

Drew Duncan, although generally very enthusiastic about the scheme, had some reservations. "It's not all rosy," he admitted. "Some visiting heads can be nit-picking and maybe don't even know exactly what they're supposed to be doing," he said. One of his friends, for instance, had felt his was the classic case of the blind leading the blind.

However, according to Richard Taylor, all heads of department are fully briefed about their roles before going into new classrooms. A series of meetings which they all attend are designed to explain that constructive criticism on all aspects of classroom teaching and management is required. Their comments are not formally used in a student's final assessment, thus reducing the pressure on both visiting head and student.

Lesley Kant, the l.e.a.'s senior county general adviser, whose support helped to get the scheme off the ground, sees it as one of the many strategies being adopted to break down isolation of schools. "It is an opportunity to share perceptions and experiences with younger teachers," she explained, adding that visiting heads often returned to their own schools "with a new, critical eye."

Norfolk l.e.a. regards the University of East Anglia as one of its primary resources, and talks are now taking place concerning the possibility of putting on a BPhil course as part of the probationer's teacher training. This supplementary course is still in the early stages of development, but like the EIG it is "part of a general climate" of progressive collaboration between university and education authority.

In summing up the results of the scheme, both Lesley Kant and Michael Hayhoe agreed it had been "a learning process". In a report on EIG, Michael Hayhoe wrote "The English Induction Group has been an interesting move in an important direction." Its main successes had been in bringing together heads of English to share their experiences with present and future colleagues. PGCE students found the addition of a visiting head, who supplement existing structure of advisers, was a valuable asset to their training.

Both Sara Wallin and Drew Duncan saw visiting heads as an enrichment rather than a replacement. Neither they nor their fellow students would have wished to lose their other advisers, though some expressed the fear that their own lecturers might "abandon" them to visiting heads. Michael Hayhoe was able to reassure them that this was not the intention of the scheme, and the majority of the comments he received from students were positive and enthusiastic.

Drew Duncan's final comment underlined his belief in the scheme. "They could perhaps sell the system a bit more," he suggested, adding that he felt many other students all over the country should have the chance to benefit from similar schemes. As both Lesley Kant and Michael Hayhoe were at pains to point out, it is a relatively cheap scheme to run, and its value, they feel, has been proven in two years of successful results.



Photo: David Rosenberg

One just man – or woman

Single aim

GORDON MASON

"What do you want the students you teach to have achieved by the time they leave you?" I asked an applicant recently: a thoughtful young woman, not much older than the students in the tertiary college where she would be working. She chose in reply to steer clear of the rhetoric of education; the well-intentioned "aims" you can pick up on any initial-training or PGCE course. Instead she said simply; "For them to feel in control of their lives."

Bear in mind she was an English teacher. She might have said "to encourage a love of literature" or "to prepare them for the world of work" or any other worthy sentiment that others would have been happy to recite. But she didn't. She chose very carefully a *raison d'être* for English which would affect not only what she taught, but how she taught, not only how she wanted to be with them, but how she hoped they would be with her. Her vision was wider than their stay with her would be, and greater than any of the demands such employment as they might find would make. It involved giving them a sense of their own value and, ultimately, an independence of thought, if not action. Everything that she chose to do with them, I surmised, would derive from her single aim. And I sensed too, in her tone of voice, that it was the most responsible answer to that question I had ever heard.

As an English teacher she would be well-placed to give young people the power to feel in control of their lives, or at least as near to that ideal as any of us come. Acquiring control over language would be somewhere at the heart of it; written or spoken. Seeing how others used or abused the power of language would also be at the heart of it. With her, I could be sure, they would probe the hollowness of political rhetoric, they would uncover the manipulative language of advertising, they would explore the power novelists, poets and playwrights exercise on readers' and audiences' feelings through their skilfully crafted language and imagery. No doubt too they would relate the events of fiction and the motives, sometimes contradictory, that lie deep inside each of the characters in a book, to their own lives. She already knows that to track the characters in a novel just for the sake of doing it, or, worse, just for examinations purposes, is not only pointless, but not actually possible – not unless she expects them to suppress their individual reading of the people and the events they encounter in a book.

That model of English which is based on personal growth, and which served us well in the sixties and seventies, and which is now under the scrutiny of the Kingman enquiry and, more pressingly, under the scrutiny of the Minister of State, must come into alignment with this young teacher's aspirations for her students. You know that behind her answer there lies a view of the world which sees that each of her students will need a power at least equivalent to the power exercised by those around them, or at least a competent perception of the power that hinges ultimately on their mastery of written and spoken language. Put simply; she's in it for them. All of them.

There will come a time, quite soon, however, when her principle will need to find its way into practice. "There's nowhere quite like the classroom" a colleague recently reminded me. And then will begin the hunt for effective strategies, always contrived, always not quite adequate, always at risk of becoming the next orthodoxy.

She will not be content for her students to grow in some mute way like single trees in a forest. There will have to be a "moral imperative" at work in her teaching; one that will give her students, in spite of the obstacles in their paths, the integrity each one of them would need to distinguish the false from the real, the actual from the imaginary, the good from the evil, the just from the unjust.

I sensed she already knew that some of the forces that would affect their lives would come from inside: pride, arrogance, hate, anger, prejudice, self-delusion, greed, love. And she would help them to identify these forces face-to-face in the real world, or through the medium of literature; either the literature of the past or the literature of the present, either from this country in all its past and present regional and ethnic diversity, or the literature of other countries.

She knows that those who spend their lives writing assume a definition of literature which describes it as *about* people, and *for* people; for *their* use, for *them* to make something of, for them to bring *their* meanings to.

Some more purposeful model of English teaching is required; one which acknowledges the place of spelling and punctuation, of drafting editing and proof-reading, of audience and purpose, but one which is much more human-focused; one which identifies the individual's right to attempt to exercise control over those forces in society which are out to diminish that importance, and which have a habit of deciding futures irrespective of the wishes of those to whom the future belongs.

English as I have experienced it seems to have reflected the political conditions of the society it finds itself in, just as writers do; to have demonstrated an uncanny power to respond to whatever the prevailing ideology.

So much and no less is what I heard in that young probationer-teacher's simple statement. I warmed to its sensitivity to the needs of the individual. I warmed the more to its fresh and positive stand against tyrannies of all kinds, from within or without. I warmed most of all to its inclusiveness. After all, there would be no student who would not, in his or her own way, need to be "in control of his or her life".

Not so much growth for its own sake then, more like Seamus Heaney's recent and timely "Haw Lantern": "... a small light for small people/ wanting no more from them but that they keep/the wick of self-respect from dying out." No doubt it is for the "one just man" of the same poem to ensure the light is kept lit. Or woman.

Gordon Mason is County Adviser for English, Somerset.

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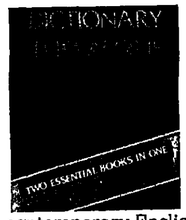
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Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Main Scale 44
Peripatetic Posts 44

Primary Education
Headships 44
Deputy Headships (Inc. Senior Master/Mistresses) 45
Main Scale Incentive B 45
Main Scale Incentive A 46
Main Scale 46
Peripatetic Posts 49
Remedial and Special Needs Teaching Posts 49

Middle School Education
Remedial and Special Needs Teaching Posts 49
Mathematics 49
Modern Languages 49
Physical Education 50
Other than by Subjects 50

Secondary Education
Headships 50
Deputy Headships (Inc. Senior Masters/Mistresses) 50
Remedial and Special Needs Teaching Posts 50
Art and Design 51
Commercial Subjects 51
Computer Studies 51
Craft Design & Technology 51
Economics & Business Studies 52
English 52
Geography 53
History 53
Home Economics 54
Humanities 54
Mathematics 54
Modern Languages 54
Music 55
Pastoral 56
Physical Education 56
Religious Education 56
Science 56
Speech and Drama 57
Other than by Subjects 58

Sixth Form Colleges
Deputy Headships (Inc. Senior Masters/Mistresses) 58
Main Scale Incentive E 58
Main Scale Incentive B 58
Main Scale 58

Multicultural Education 58

Special Education
Headships 58
Deputy Headships (Inc. Senior Masters/Mistresses) 59
Main Scale Incentive C 59
Main Scale Incentive B 59
Main Scale 60

Appointments in Scotland 64

Independent Senior Schools
Headships 60
Deputy Headships (Inc. Senior Master/Mistresses) 61
Art and Design 61
Economics & Business Studies 61
English 61
Geography 61
History 61
Home Economics 61
Mathematics 61
Modern Languages 62
Music 62
Pastoral 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Independent Preparatory Schools
Headships 62
Deputy Headships (Inc. Senior Masters/Mistresses) 63
Art and Design 63
Computer Studies 63
English 63
History 63
Music 63
Pastoral 63
Physical Education 63
Other than by Subjects 63

Colleges of Further and Tertiary Education
Directors, Principals & Vice Principals 64
Heads of Department 64
Other Appointments 65

Colleges & Departments of Art
Other Appointments 67

Colleges of Higher Education
Heads of Department 67
Other Appointments 67

Polytechnics
Other Appointments 67

University Appointments 68

Adult Education 68

Assessment Centres 69

Youth and Community Service 68

Local Education Authority Administration 69

General Administration 71

Social Services 71

Educational Psychologists 71

Examiners 71

Miscellaneous 72

Outdoor Education 72

English as a Foreign Language 72

English as a Second Language 72

Overseas Appointments 73

Educational Courses 74

Tuition 75

Awards & Scholarships 75

Personal Announcements 75

Articles For Sale & Wanted 75

Holidays and Accommodation 75

School Visits 75

Home Exchange Holidays 75

Field Study Centres 75

Business Opportunities 75

Properties and Businesses for Sale and Wanted 75

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Nursery Education

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHWAY NURSERY SCHOOL
Ampthill Road, Bedford MK42 9HE
Tel: Bedford (0234) 56590
Required for January 1988, an enthusiastic, full-time, Main Scale Nursery Teacher with an interest in the needs of children from a multi-cultural background.
Application forms and further details from the Acting Headmistress. SAE please.
Bedfordshire is an Equal Opportunities Employer. (22843) 100040

BEDFORDSHIRE
EDUCATION SERVICE
ROTHESAY NURSERY
Rothesay Road, Luton, Bedfordshire
Tel: 24966
Required for January 1988, a Nursery teacher with an interest in the environment and display. Main Scale.
Application forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (22839) 100040

BOLTON
METROPOLITAN BOROUGH
(An equal opportunity employer)
BRANDWOOD CP SCHOOL
Brandwood Street, Bolton BL3 4BG
NURSERY TEACHER - MAIN SCALE
Required from 1 January 1988. Further details available.
Application forms available from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW, to whom they should be returned by 11 November 1987. (22459) 100040

EALING
LONDON BOROUGH
EDUCATION SERVICE
HEATHFIELD NURSERY SCHOOL
Park Road North, Acton W3 8RX
Tel: 01-992 0724
Required as soon as possible an enthusiastic and committed basic grade nursery trained teacher for this Group 2 multi-ethnic nursery school. Candidates should have a concern for parental involvement and interest in working closely in a team situation.
Visits welcome.
Main salary scale plus £1,215 London Weighting. Relocation expenses payable subject to conditions.
Application forms obtainable from the Head to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic orgin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (10530) 100040

HARROW
EDUCATION COMMITTEE
CEDARS FIRST SCHOOL
Whitlesea Rd., Harrow, Middx. HA3 6LS
Tel: 01-428 5845
Required for January an enthusiastic teacher for, in the first instance, the Nursery Class of this multi-ethnic school. Applicants should be adaptable and prepared to contribute fully to the life of the school. Ability to play the piano would be an advantage but not essential.
Outer London Allowance Payable.
Application forms from and to be returned to Headteacher by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (22560) 100040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Oppportunity Authority
ORANGE INFANT SCHOOL
Suffolk Road, London E13
Head Teacher: Mrs R. Hughes
Number on roll: 60 place part time Nursery
TEMPORARY NURSERY TEACHER
Required for mid-November 1987 - Temporary Nursery teacher to cover for maternity leave.
London Allowance £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20479) 100040

LONDON EC1
Wanted Organiser for Community Nursery. Good Supportive Staff and management committee.
Salary £10,920 for a 30 hour week.
Equal opportunties Employer. Contact Liz Allen 251 9300. (22580) 100040

Peripatetic Posts

NORTH YORKSHIRE
RYEDALE PERIPATETIC NURSERY UNITS (THREE SCHOOLS)
A suitably qualified and experienced Nursery Teacher (Main Scale) is required to establish and maintain a new peripatetic nursery scheme in the Ryedale area, based on three schools - Rillington, Leavening and Weaverthorpe. A nursery nurse will also form part of the team, which will work under the oversight of the Head of Rillington CP School. A clean driving licence and transport is essential. The successful candidate will take up post in January 1988 or as soon as possible after that date. (subject to D.E.S. approval to published proposals for the scheme).
Send s.a.e. for application form and further particulars from County Education Officer, County Hall, Northallerton DL7 8AE.
Closing date 13.11.87. (22636) 100048

Primary School Education

Headships

AVON COUNTY
COUNTY COUNCIL
FOSSEWAY INFANT'S SCHOOL
Frome Road, Odd Down, Bath BA2 2UN
Applicants are invited for the Headship of this school.
Salary in accordance with Group 4.
Vacancy from 11th April 1988.

YATE COUNTY PRIMARY SCHOOL
North Road, Yate, Bristol BS17 5LQ
Re-Advertisement
Applicants are invited for the Headship of this school.
Salary in accordance with Group 2.
Vacancy from 11th April 1988.
FOR BOTH POSTS: Stamped addressed envelope for further information and application form (returnable by 16th November 1987) from the Director of Education, Teacher Staffing Section, Avon House North, PO Box 57, St. James Barton, Bristol BS99 7EB.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (19999) 110010

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
HEADTEACHER (GROUP 4)
Required for 1st January, 1988 or as soon as possible thereafter at St. Mary's R.C. Infant School, Belgrave Street, Radcliffe, Manchester M26 0DG.
Application forms and further details obtainable from the Director of Education, Education Offices, Market Street, Bury BL9 0BN and returnable to Rev. J. Curran, St. Mary's Presbytery, 129 Spring Lane, Radcliffe, Manchester M26 0DG by 13th November, 1987. (22756) 110010

EAST SUSSEX
EAST HOATHLY C.E. SCHOOL
Church Marks Lane, East Hoathly, *Lewes BN8 6EQ*
From: Easter to September 1988
HEADTEACHER From: Easter or September 1988, Headteacher for Group 2 School. In relocation grants approved cases.
Application forms and details from and returnable to: The County Education Officer, P.O. Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG (s.a.e. please). Closing date: 13 November. (22488) 110010

PRIMARY HEADSHIPS
continued

HAMPSHIRE
RE-ADVERTISEMENT
(PORTSMOUTH AREA)
MEON FIRST SCHOOL
(5-8 yrs)
Required from 11th April 1988 HEADTEACHER GROUP 4.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Application form and further details available from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (Tel: 0705 815411, Ext. 53). Closing date: 13th November. (20108) 110010

HAMPSHIRE
NETLEY ABBEY COUNTY JUNIOR SCHOOL
Westwood Road, Netley Abbey, Southampton SO3 5FN
Headteacher required Easter 1988 for this Group 5 Primary School.
Application forms and further details available from the Area Education Office, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap s.a.e. Closing date for receipt of applications 13th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (20105) 110010

HAMPSHIRE
NEWTOWN SABERTON COUNTY INFANT AND FIRST YEAR JUNIOR
Church Road, Newtown, Fareham, Hants. PO17 6LJ
Headteacher required Easter 1988 for this Group 2 School.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap stamped addressed envelope.
Closing date for receipt of application forms 13th November 1987. Previous applications are being considered.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (22994) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
ROLVENDEN COUNTY PRIMARY SCHOOL
Rolvenden, Cranbrook TN17 4LS
Group 2. Roll 60 (M)
APPOINTMENT OF HEADTEACHER
Applications are invited for the post of Headteacher from April 1988.
Application forms and further particulars available from Area Education Officer, 3 Shorncliffe Road, Folkestone to whom applications should be returned by 20th November 1987.
Re-advertisement: Previous applications will be considered.

ST AUGUSTINE'S RC (AIDED) PRIMARY SCHOOL
Seabrook Road, Hythe CT21 5QB
HEAD TEACHER Group 4
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers, holding a Catholic Teachers' Certificate, for this Headship commencing April or September 1988.
Application form and further details from Father Murphy, Austin Friars, Lower Blackhouse Hill, Hythe CT21 5LS (S.A.E. please).
Re-advertisement: Previous applications will be considered.
Closing date: 20th November 1987. (22762) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
LEA STREET FIRST SCHOOL
Lea Street, Kidderminster, Worcs. DY10 1SN
Required from Easter 1988, Headteacher for this Group 4 First School with 164 pupils on roll. Age range 5-9 years.
Application forms and further details are available from the County Education Officer (Ref: SSW/GLI), County Education Offices, Castle Street, Worcester WR1 3AG. (A foolscap s.a.e. is required).
Closing date 13th November, 1987.

ST. AMBROSE R.C. JUNIOR SCHOOL
Leswell Street, Kidderminster, Worcs. DY10 1RP
Age Range 7-11
N.O.R. 151
Required for 18th April, 1988 Headteacher (Group 4). Applicants should be suitably qualified and experienced, practising the Roman Catholic religion and holding the Catholic Teachers Certificate. The successful applicant will be required to accept the terms of the C.E.C. Contract.
Application forms obtainable from the School Secretary. Completed forms to be returned by 20th November to Rev. A.J. Adams, St. Ambrose's Rectory, Kidderminster, Worcs. DY10 8BY. (10547) 110010

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer. All applications will be considered on their merits
HOLLYMOUNT PRIMARY
Cambridge Road, Wimbledon SW20 0SQ
Tel: 01-946 0454
No. on roll: 261. 5-9 years
Head Teacher: Miss C. Attfield
HEAD TEACHER (GROUP 5)
An enthusiastic and suitably qualified Teacher is required for the above post which becomes vacant on 1st January 1988.
Merton pays the Inner London Allowance of £1,215 and relocation expenses are available in approved cases.
Closing date: 13th November 1987.
Application form and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. Previous applicants will be reconsidered. (10560) 110010

SOMERSET
COUNTY COUNCIL
WELLS CENTRAL CE JUNIOR SCHOOL
Wells
(Nor 225)
For April 1988. HEAD for this GROUP 4 SCHOOL.
Application form and further details (large sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. Closing date 16th November.
An Equal Opportunities Employer. (10514) 110010

NORTHAMPTONSHIRE
THE BRAMPTONS PRIMARY SCHOOL
Harlestone Road, Chapel Brampton, Northampton NN6 8AW
APPOINTMENT OF HEAD TEACHER - GROUP 2
Required for April 1988, an able and enthusiastic teacher as Head of this small village primary school on the Northern outskirts of Northampton. The school is in modern buildings in Chapel Brampton and serves the adjoining village of Church Brampton and the surrounding area.
Number on roll at present - 54.
Closing date - November 13th.
Further details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (22526) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BANW C.P. SCHOOL
Welshpool
Required for 1st January, 1988 a suitably qualified and experienced Headteacher of this Group 1 School. Welsh essential. (Ref: 463).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 13th November, 1987.
The County Council pursues a policy of equality of opportunity. (22452) 110010

SOLIHULL
EDUCATION COMMITTEE
FORDBRIDGE INFANT SCHOOL
Meriden Drive, Kingshurst, Birmingham B37 6BX
Tel: 021-770 3153
Required Easter 1988, HEAD TEACHER (GROUP 3).
Send S.A.E. to Director of Education for details and application form. P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Closing Date: 23rd November, 1987. (22531) 110010

Deputy Headships (Inc. Second Masters/Mistresses)

HAMPSHIRE
WINKLEBURY COUNTY INFANT SCHOOL
Willoughby Way, Winklebury Way, Basingstoke RG23 8AF
DEPUTY HEADTEACHER
Group 3
Required April 1988.
Excellent classroom practitioner, caring and sensitive to the needs of the children. Interest in Art and Craft and the expertise to initially develop C.D.T. and Science (including Computer) throughout the school is desirable.
S.A.E. to Head Teacher for application form/further details. (10526) 110012

BUCKINGHAMSHIRE
MILTON KEYNES
GREENLEYS COUNTY MIDDLE SCHOOL
Off Marron Lane, Wolverton, Milton Keynes MK12 5DE
(Headteacher: Miss J. Hatfield)
DEPUTY HEADTEACHER GROUP 5
Required for April 1988. This is an opportunity to join a new senior management team. The person appointed will be fully involved in the management and curriculum development of this lively school.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application form and further details available from the Education Officer, Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE. Closing date 13th November 1987. (22706) 110012

DEVON
Please see main advertisment on Page 55. (22657) 110012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
MINSTER C.E. PRIMARY SCHOOL
Minster, Nr. Ramsgate CT12 4DE
DEPUTY HEAD TEACHER - GROUP 4
January 1988 or a.s.a.p. thereafter, lively, committed applicants sought with an interest in staff/curriculum development and eventual Headship.
Further details and application forms from the Head Teacher (SAE please). (22763) 110012

LINCOLNSHIRE
MYLE CROSS JUNIOR SCHOOL
Macaulay Drive, Lincoln LN2 4EH
(Group 6 - Roll 319)
Required for April 1988, Deputy Headteacher - Group 6.
Candidates must be experienced, enthusiastic teachers who can show evidence of strong leadership qualities.
SAE to Headteacher, Mr H. Phillips for form and details. Closing date 13th November 1987. (22604) 110012

NORFOLK
COUNTY COUNCIL
EDUCATION
FAIRWAY C. FIRST SCHOOL
Duverlin Close, Norwich NR4 6HT
DEPUTY HEAD - Group 4
Required for Easter 1988.
Application forms and details from Central Area Education Office, Room 1338, First Floor, County Hall, Martineau Lane, Norwich NR1 2DP.
S.a.e. please. Completed forms to the Headteacher. (22605) 110012

NORTHAMPTONSHIRE
SYRESHAM C.E. PRIMARY SCHOOL
Syresham, Brackley, Northants. NN13 5HL
APPOINTMENT OF DEPUTY HEAD - GROUP 2
Required for April 1988, an enthusiastic teacher as Deputy HHead of this village primary school. Number on roll - 70+. Successful experience with Junior classes is essential.
Closing date - Number 20th.
Details and application form (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (22529) 110012

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
DEPUTY HEAD TEACHER
(Group 4)
Required to commence Easter 1988 at St. Anne's R.C. Junior School, Monastery Lane, Sutton, St. Helens WA9 3SP.
The Governors are looking for a candidate who will make a forceful contribution to the life of the school and who is a practising Catholic.
Further details and application forms are obtainable from the Head Teacher at the school to whom they should be returnwd by 23rd November, 1987. (22628) 110012

Main Scale Incentive B

EALING
LONDON BOROUGH
EDUCATION SERVICE
HAVELOCK FIRST SCHOOL
Havelock Road, Southall, Middlesex
An experienced teacher, able to work flexibly, required for January 1988 to undertake the evaluation and co-ordinate the implementation of new initiative in the curriculum. The successful candidate would become part of the senior management team of this multi-cultural open-plan school.
Ability to develop the art/craft curriculum throughout the school an advantage.
Main salary scale and Incentive Allowance B £1,002 payable.
£1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10532) 110036

HARROW
EDUCATION COMMITTEE
WELDON PARK MIDDLE SCHOOL
Wyvenhoe Road, South Harrow, Middlesex HA2 8LS
Tel: 01-422 4304
LANGUAGE CO-ORDINATOR
needed for this 2 form entry 8 - 12 Middle School for either January or April 1988.
Applicants should be committed to the equal opportunities policy of the school and have a thorough understanding of language and learning.
This is a senior management post in which a contribution is expected to the development of school policy.
The School was a participant in the SCDC Arts in Schools project and is currently involved with the SCDC Prime Project.
We have a good record of curriculum development and staff team-work.
Outer London Allowance Payable.
Application forms from and to be returned to The Headteacher by November 18th, 1987.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (22444) 110036

SHROPSHIRE
MARKET DRAYTON COUNTY JUNIOR SCHOOL
Alexandra Road, Market Drayton, Shropshire TF9 3HU
Tel: Market Drayton 2679
Enthusiastic teacher required from the summer term 1988 to fill a vacancy brought about by the promotion of previous holder. Must be able to give dynamic leadership in one or more curriculum areas, plus interest in school management. Main Scale plus allowance B (£1,002).
Application forms from and returnable to the Head (SAE). (22781) 110036

Education
Head Teacher
A qualified teacher is required for 1st January. The vacancy is created by the retirement of the present Head Teacher.
Group 6
NEWARK HAWTONVILLE JUNIOR SCHOOL
Holden Crescent,
Boundary Road,
Newark,
Notts., NG24 4HU
Roll: 301
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 13 November. Please quote ref. S28.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER
PRIMARY EDUCATION
HEADTEACHER POST
Oare C.E. (Controlled) Primary School, Cold Blow, Oare, Marlborough, SN8 4JL
Group 2 **NOR61**
Owing to the retirement of Mr. D. Collings, a Head Teacher is required from Easter 1988. The school serves the village and surrounding area of Oare, set in the pleasant Pewsey Vale. The Governors particularly seek a candidate who is sympathetic to the needs of a small rural primary school and who will continue the well-established traditional approach to primary education.
Application forms and further details (SAE please) *from and returnable to the Chief Education Officer*, Education Department (Ref. ST/T/PMB), Trowbridge, BA14 8JB by the 6th November.
DEPUTY HEADTEACHER POST
Studley Green C.P. School, Westfield Road, Trowbridge, BA14 9JQ. Tel: Trowbridge 2713
Group 5 ***N.O.R. 236***
Deputy Head Teacher required for transition Infants/Junior class from Easter 1988. Hard working and enthusiastic teachers are welcome to apply.
Application form and further details are obtainable from the Head Teacher Mr. R. J. Laing, (enclose S.A.E.) at the above address. The closing date is 27th November 1987. 53604

Cheshire
WINNINGTON PARK COUNTY PRIMARY SCHOOL, FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE. TEL: NORTHWICH 74371.
Headteacher
(Group 4)
An imaginative teacher with a positive commitment to creative education in a physically and philosophically open school.
Application forms and further details available from District Education Office, Watling Street, Northwich, Cheshire.
Closing date 20th November 1987. (62471)

Ealing
EDUCATION SERVICE
VIKING FIRST SCHOOL
Radcliffe Way, Yeading Lane, Northolt UB5 6HW
Required for January 1988 or as soon as possible thereafter.
Applications are invited for the Deputy Headship of this multi-ethnic First School plus Nursery which serves an area with urgent social needs.
The post provides a challenging opportunity for an experienced teacher with management potential and expertise in the classroom to take a leading role in developing the staff team and curriculum of the school.
The successful applicant should have a commitment to parental and community involvement.
Group 4 salary + £1215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (s.a.e.) to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. 53594

MAIN SCALE VACANCIES

Situated on the North Bank of the Thames, a few miles to the East of Central London, we are conveniently located for the City and West End, and within accessible distance of the Essex Countryside and Coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Teachers moving into the area to take up permanent appointments are eligible to claim 100% removal expenses. £1,216 per annum Inner London Allowance payable.

Amongst the vacancies that exist from January 1988 are:

Richard Allbon Infant's School (Roll 169)
Allbon Road, Dagenham, Essex.
(Tele No. 01 592 6504)
A suitably qualified teacher is required to be responsible for a recently-opened Nursery Unit.

Village Infants' School (Roll 271)
Ford Road, Dagenham, Essex.
(Tele No. 01 592 0410)
An enthusiastic teacher is required to join an energetic and committed team in this semi open-plan school.

Thames View Junior School (Roll 179)
Bastable Avenue, Barking, Essex.
(Tele No. 01 593 8545)
A teacher with energy and initiative is required to co-ordinate the Art, Craft and Display in this challenging and rewarding school.

Informal visits welcome in respect of the above posts. Application forms available from the Chief Education Officer, Town Hall, Barking, Essex. (s.a.e.)

53307

Barking & Dagenham
Education Department
An Equal Opportunity Employer

Metro Rochdale

EDUCATION DEPARTMENT

MAIN SCALE (2 POSTS)

Belfield Community Primary School (3-10 years) Samson Street, Belfield Rochdale OL16 2XW (Tel: Rochdale 341363)

Required from January 1988 for the early years team ie First and Second Year Infants. Two enthusiastic and innovative teachers, committed to children learning through first hand experience with a high level of structured play, would be highly desired. The successful applicants will work within an open unit with four other members of staff who work in a close co-operative manner.

This is an opportunity to work in a community school with many unique aspects to its programme.

Closing date: 20.11.87

MAIN SCALE – SCIENCE AND MATHEMATICS

Howarth Cross Middle School (10-13 years), Albert Royds Street, Rochdale OL16 2SU (Tel: Rochdale 31675)

Required for January 1988 an enthusiastic teacher of Science and Mathematics.

This is a readvertisement and previous applicants will be automatically reconsidered.

Closing date: 11.11.87

Application forms available for the above posts on receipt of a SAE from the Head Teachers at the schools to whom they should be returned by the closing dates stated.

53470

AN EQUAL OPPORTUNITY EMPLOYER

BRENT EDUCATION

CLASS TEACHER (Main Grade)

CHRIST CHURCH BRONDESBURY CE JM & I SCHOOL, Willesden Lane, London NW6 7TE Tel: 01-624 4967

Required in January 1988 or as soon as possible –

An enthusiastic CLASS TEACHER (MPG Scale) is required for this JM & I School. The successful candidate would be expected to teach a middle infant class initially. An interest in developing either Science or Project work within the school would be an advantage. Practising Christian preferred.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THIS POST.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made.

To: The School/Office
____
I am interested in the post of ______________
Please send me further information
Name: ______________
Address: ______________

PRIMARY EDUCATION
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
ST. EDWARD'S R.C. PRIMARY SCHOOL
Castle Street, London E6
Head Teacher: Mr. E.J. McConalogue
Number on roll: 260
MATHEMATICS CO-ORDINATOR
Incentive Allowance 'B' (£1,002)
Required January 1988.
Experienced Infant teacher required to develop and co-ordinate Mathematics throughout the school. Candidates should hold Catholic Religious Teacher's Certificate. Visits welcome.
London Allowance £1,215.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 10.11.87.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD. (20482) 110036

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
HARTLEY JUNIOR SCHOOL
Hartley Avenue, London E6 1NT
Head Teacher: Mr T.S. Rootsey
Number on roll: 330
CO-ORDINATOR OF MATHS
Incentive Allowance 'B' (£1,002)
Required April 1988 or as soon as possible.
An experienced class teacher required to take responsibility for Mathematics throughout the school.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20478) 110036

Main Scale Incentive A

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16 1LN
Head Teacher: H.D. House (Mrs)
Number on roll: 228
LANGUAGE DEVELOPMENT AND BOOKSHOP TEACHER
Incentive Allowance 'A' (£501)
Required April 1988.
Enthusiastic teacher who will help develop and revise existing language policy. An interest in running School Bookshop is essential.
London Allowance £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20475) 110038

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
GREAT MISSENDEN C OF E SCHOOL
Church Street, Great Missenden HP16 0A2
Headmaster: R. Aylott, B.A.
Tel: Great Missenden 2310
Required with effect from April 1988 enthusiastic teacher initially for a class of 8/9 year old pupils. The successful candidate will also be expected to have responsibility for the Library/Resource area for child-centred learning (Rate A Allowance).
Application form and further details available from the Headmaster at the school.
Closing Date: 13th November 1987. (22707) 110038

HARROW
EDUCATION COMMITTEE
VAUGHAN FIRST AND MIDDLE SCHOOL
Vaughan Rd., West Harrow, Middx. HA1 4EL
Tel: 01-427 7222
MAIN SCALE + INCENTIVE A
Required for January 1988, an experienced, enthusiastic teacher for, initially, a class of 11/12 year olds.
The successful candidate will be expected to form part of a curriculum team responsible for the development of Mathematics/Science/C.D.T. and will be required, in particular, to co-ordinate the continuity and development of Mathematics from First and through the Middle School.
Outer London Allowance payable.
Application forms from and to be returned to the Headteacher by 11th November, 1987.
Please enclose a stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (22559) 110038

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
CHANTRY JUNIOR SCHOOL
Tomlinson Avenue, Luton, Bedfordshire
Tel: 62002
Required for January 1988, temporary for one term initially, teachers for 1st and 2nd year classes.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (22538) 110040

BEDFORSHIRE
EDUCATION SERVICE
ST. GEORGE'S LOWER SCHOOL
East Street, Leighton Buzzard, Bedfordshire
Tel: 372096
Required for January 1988, temporary for one year to cover secondment, a teacher for a class of nine year old pupils. Main Scale.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (22540) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ST JOHN'S C.E. (AIDED) PRIMARY SCHOOL
Orts Road, Reading
Tel: 663439
Required for January 1988 a Main Scale teacher to take over a fourth year junior class in this lively inner urban school. Interest in P.E., music or science would be welcome and candidates should be willing to work within a Christian environment.
Application forms may be obtained from the Headteacher.
Closing date 13th November 1987.
Berkshire has a scheme of reimbursement for lodging and removal expenses. (15301) 110040

BROMLEY
ST. ANNE'S R.C. PRIMARY SCHOOL
Mitchell Road, Orpington, Kent BR6 9PT
Tel: 0689 21033
For January 1988, a practising Catholic teacher, experienced across the Infant range, to join this Catholic Primary School at an exciting time. You will work in a co-operative way to assist with the development of Infant classroom practice and the Maths, Language, Science and Humanities curriculae, at present under review. An interest in, or experience with, any of these will be an advantage.
Further details/application forms from Canon J. McNamara, Clerk to the Governors, Holy Innocents Presbytery, Strickland Way, Orpington, Kent BR6 9UE. (Large s.a.e. please). Closing date: 13th November 1987.
Bromley the London Borough. (15312) 110040

BROMLEY
MOTTINGHAM PRIMARY SCHOOL
Ravensworth Road, Mottingham SE9 4LW
Tel: 01-857 4181
For January 1988, a teacher of middle infants but preferably interested in a variety of primary ages. Strength in, and understanding of the younger children's learning is required.
Interest in any aspect of the curriculum will be welcome. The school is moving to a well-equipped new building in September 1988.
Application forms and further details available from/returnable to the Headteacher (large sae or telephone) by 10th November 1987. (22749) 110040

BUCKINGHAMSHIRE
COUNTY COUNCIL
ASHMEAD COUNTY COMB. SCHOOL
Cole Road, Aylesbury, Bucks.
Headteacher: W.T. Long
Roll: 425 pupils
Required immediately, Main Grade Teacher for a 3rd year class of Middle School children.
An attractive relocation package including mortgage assistances is available in approved cases.
Applications by letter in the first instance, giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (22720) 110040

BUCKINGHAMSHIRE
COUNTY COUNCIL
WALTON COURT COUNTY FIRST SCHOOL
Lavric Road, Aylesbury, Bucks. HP21 8PP
Headteacher: Miss J. Maunder
Roll: 177 pupils
Main Grade
Required January 1988 or as soon as possible thereafter, an experienced, enthusiastic Teacher with an interest in one of the following areas of the curriculum: P.E., Music, Health Education.
An attractive relocation package including mortgage assistance is available in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (22723) 110040

BUCKINGHAMSHIRE
COUNTY COUNCIL
HADDENHAM COUNTY MIDDLE SCHOOL
Woodways, Haddenham, Aylesbury, Bucks.
Headteacher: R.A. Davies, B.A.
Roll: 289 pupils
Main Grade
Required for January 1988, or as soon as possible thereafter, Teacher to take responsibility for the MUSIC curriculum in the school.
The successful applicant will join an enthusiastic team to teach 8/9 year olds initially. An attractive relocation package including mortgage assistance is available in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the head-teacher at the school. (22725) 110040

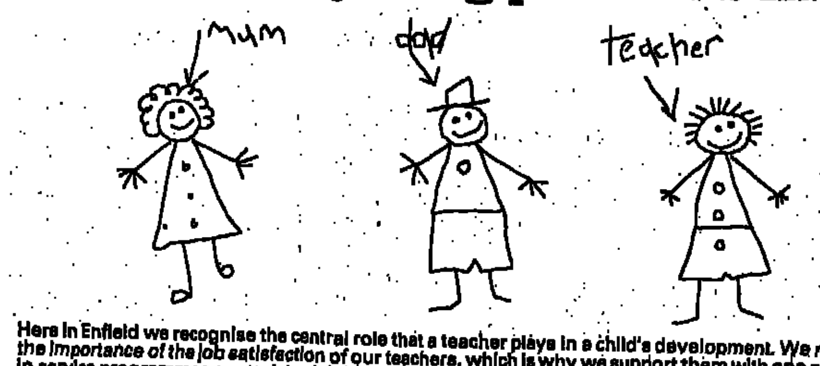
BUCKINGHAMSHIRE
MILTON KEYNES AREA
MEADFURLONG COUNTY COMBINED SCHOOL
1 Fishermead Blvd., Fishermead, Milton Keynes
(Headteacher: Miss P. Irons)
Required for January 1988 or earlier, a teacher for a class of 6-8 year olds. Main Scale post.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22716) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
BROOKSWARD COUNTY MIDDLE SCHOOL
Tower Drive, Neath Hill, Milton Keynes MK14 6JZ
(Headteacher: Mr. T. Collett BA
Teacher required for a class of 9-10 year olds from the start of the spring term 1988 to cover maternity leave. A willingness to assist in the co-ordination of Physical Education would be welcome. Prospective applicants are invited to visit the school. Main Scale post.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22715) 110040

PRIMARY TEACHERS

January 1988

After mums and dads, probably the most influential figure in a young person's life.



Here in Enfield we recognise the central role that a teacher plays in a child's development. *We recognise the importance of the job satisfaction* of our teachers, which is why we support them with one of the best in service programmes around, both in the school and authority setting.
But, apart from job satisfaction, there are other plusses to working in Enfield. Because here you'll find the best combination of city and suburban living: a pleasant, outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 — with its motorway links to just about every corner of the country. And there's a lively, informal Teachers' Centre — offering a wide range of educational, social and leisure activities.

ENFIELD for greater job satisfaction.

London Allowance £795
Application forms (large S.A.E.) obtainable from and to be returned to:
The Education Department (Establishment), P.O. Box 56,
Civic Centre, Silver Street, Enfield EN1 3XQ.

An Equal Opportunity Employer

LONDON BOROUGH OF **Enfield**

PRIMARY EDUCATION
continued

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OLNEY COUNTY FIRST SCHOOL
Spinney Hill Road, Olney MK46
(Headteacher: Mr. R. Kitchener)
Required from January 1988, for two terms, a teacher for the reception area in this growing school. Main Scale post.
Application forms and further details ar available from the Headteacher on receipt of an A5 stamped addressed envelope. (22710) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LANGLAND COUNTY COMBINED SCHOOL
Langland Road, Netherfield, Milton Keynes MK6 4HA
(Headteacher: Mr. E. King)
Required from 1st January 1988, a treacher with an interest in Physical Education, Dance, Drama to work initially with a vertically grouped class of children aged eight to nine years. Main Scale post.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are availavle from the headteacher on receipt of an A5 stamped addressed envelope. (22709) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WATER HALL COUNTY FIRST SCHOOL
Melfort Drive, Lakes Estate, Bletchley, Milton Keynes MK2 3QD
(Headteacher: Mrs. R. Lawson)
Required from January 1988, a teacher able to teacher across the age range. An interest in mathematics/computers would be an advantage. Main Scale post.
In approved cases, the County Council Offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22706) 110040

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
RAVENSTHORPE COUNTY PRIMARY SCHOOL
Brigstock Court, Ravensthorpe, Peterborough PE3 7NB
Tel: Peterborough 263342
Head Teacher: Mrs. N.F. Hinckley
GROUP 5
REQUIRED FOR JANUARY 1988 OR AS SOON AS POSSIBLE:-
An experienced and qualified primary teacher (Main Professional Grade) for a third year infant class, with an interest in all aspects of Physical Education. Visits to the school welcomed.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 13th November, 1987. (16714) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HUNTINGDON AREA
BURY C.E. (A) SCHOOL
Owls End, Bury, Huntingdon, Cambs.
Required for January 1988, Experienced teacher (Main Professional Grade) to teach a class of Middle and Top Infants. Ability to play the piano and to offer music to Juniors essential.
Application forms and further details from the Headteacher (Tel: Ramsey 813784). Closing date 14th November 1987. (22610) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
(AN EQUAL OPPORTUNITY EMPLOYER)
HUNTINGDON AREA
BUCKTEN C.E. SCHOOL
School Lane, Buckten, Huntingdon TE18 9SX
Required for January, teacher (Main Scale) to take responsibility for science in the school.
Application forms and further details from the head teacher (s.a.e.) please. Closing date 13 November. (22607) 110040

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ECCLESBOURNE JM SCHOOL
Bert Road, Thornton Heath, Surrey CR4 7EP
Tel: 01-684 5704
TEACHER
We need an enthusiastic member of staff willing to help develop an aspect of the curriculum in which they have experience/an interest. *(A Pianist would be welcome).* Please arrange to visit.
Salary: Main Grade.
Tenable: January 1988.
Please apply to the Head Teacher. (22757) 110040

CUMBRIA
ST. CUTHBERT'S RC SCHOOL
Burnfoot, Wigton CA7 9HZ
(VA RC mixed 4-11 NOR 121 DNC 49 P/T)
Required for January, 1988, a temporary teacher for 1st and 2nd year Juniors, salary to be paid on main scale.
Application forms from Director of Education, 5 Portland Square, Carlisle CA1 1PU (sae please) and returnable to the Rev. M. Scanlon, St. Cuthbert's Presbytery, Burnfoot, Wigton CA7 9HU by 6.11.87. (22744) 110040

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary. (22567) 110040

DEVON
Please see main advertisement on Page 53. (22660) 110040

EAST SUSSEX
HERNE COUNTY JUNIOR SCHOOL
Herne Road, Crowborough TN6 2NT
PRIMARY
Roll: 290
From: January 1988.
An experienced Teacher (Main Scale). Please state curriculum interests.
Relocation grant in approved cases.
Application forms from the County Education Officer, P.O. Box 4, County Hall, St *Anne's Crescent, Lewes BN7* 1SG (sae please). Returnable to Head Teacher by 16 November. (20357) 110040

EAST SUSSEX
DENTON COUNTY PRIMARY SCHOOL
Acacia Road, Denton, Newhaven BN9 0QJ
Roll: 210
From January or Easter: an experienced and enthusiastic Infant Teacher (Main Scale) to co-ordinate the infant teaching.
Relocation grants in approved cases.
Application forms (see please) from the County Education Officer. PO Box 4. County Hall, St Anne's Crescent, Lewes BN7 1SG. Returnable to the Head Teacher by November 13th, 1987. (22750) 110040

EALING
LONDON BOROUGH EDUCATION SERVICE
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men
CLIFTON FIRST SCHOOL
Talbot Road, Southall UB2 5QP
Tel: 01-574 2311
Required for January or as soon as possible a 0.5 EXPERIENCED AND ENTHUSIASTIC TEACHER of Punjabi to take responsibility for the maintenance of mother tongue language in this first school. The successful candidate should have the ability to work flexibly alongside class teachers, with individual children and with groups of varying sizes, whilst generally contributing to the multi-cultural resources of the school. A commitment to multi-cultural education and equal opportunities is essential. This post is Section 11 funded.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (sae) to be returned by 13th November 1987.

GEORGE TOMLINSON FIRST SCHOOL
Melbury Avenue, Norwood Green, Middx.
Required for January 1988 - PART TIME (POINT 6) TEACHER to join committed and enthusiastic first school staff.
Successful applicant will be adaptable and willing to work throughout the first school. An awareness and empathy of the demands of a multi-cultural - multi-faith school is essential.
Main salary scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Visits to the school are welcome.
Application forms obtainable from the Head to be returned by 13 November.

MAYFIELD FIRST SCHOOL
High Lane, Hanwell W7 3RT
Required for January 1988 an ENTHUSIASTIC TEACHER for a class of 7/8 year olds to work in an open plan, co-operative teaching situation. To take responsibility for Science/Environmental Studies throughout the school. Interest in parent involvement essential. Visits to the school are welcomed.
Main Salary Scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from Head to be returned by 13 November.

TUDOR FIRST SCHOOL
Tudor Road, Southall UB1 1NX
Tel: 01-574 5093
Required for January 1988 or sooner if possible GENERAL CLASS TEACHER initially for a second or third year class. Candidates should state their curriculum interests. Applications from teachers seeking a first appointment are welcome.
Main scale salary + £1,215 London Weighting Allowance plus Social Priority Allowance payable.
Relocation expenses payable subject to conditions.
Application forms available from Head to be returned by the 13 November. (22730) 110040

HAMPSHIRE
BALKSBURY COUNTY JUNIOR SCHOOL
Floral Way, Salisbury Road, Andover SP10 3QP
Required April 1988 or earlier. Main Scale - Experienced teacher capable of teaching the entire junior range.
Applicants should possess an energetic and imaginative approach to organisation and curriculum development. Areas of interest to include Music/Drama and Games.
Closing date 13th November 1987. S.A.E. to Headteacher for application form/further details.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (20361) 110040

HARROW
EDUCATION COMMITTEE
WEALD MIDDLE SCHOOL
Robin Hood Drive, Harrow Weald, Middx. HA3 7DH
Tel: 01-954 2733
Required for January 1988 a suitably qualified and enthusiastic classteacher. Initially to teach a class of 9 year old children. The successful candidate will be expected to co-ordinate a specific area of the curriculum, please state strengths and interests.
Outer London Allowance Payable.
Application forms from and to be returned to Headteacher by 11th November, 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (22558) 110040

Education
County Unattached Staff
Community Teacher (Main Scale)
An energetic and enthusiastic teacher is required for January 1988 at Ollerton Infant School, Whinney Lane, New Ollerton, Newark, Notts., which serves the Ollerton area of Newark. An interest in and experience of dealing with children with special needs is an advantage. Candidates should be experienced and successful primary teachers who are interested in developing existing home/school/community links in order to enlarge the mutual understanding between the school and the families and the neighbourhood which it serves.
Application forms and further details are available (s.a.e. please) from the Chief Education Officer at County Hall. Closing date 13 November. Please quote ref. PER 15.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Waltham Forest

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our *workforce. We welcome applications from* people regardless of race, colour, creed, ethnic or national origin, age, disability, marital status, sex or sexual orientation.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m.–4.30 p.m. providing for teachers' children from 3–5 years of age.

Except where otherwise stated, application forms (and further details) are available from and returnable to the Head Teacher concerned.

Secondary

MAIN SCALE

WARWICK BOYS SCHOOL,
Barrett Road, Walthamstow E17 3ND.
Head: Mr. A.J. Cooper
REQUIRED FOR 22 FEBRUARY 1988
MATHEMATICS TEACHER – MAIN SCALE plus Outer London Allowance, required in this comprehensive school for pupils aged 11-16 years (300 on roll).
Mathematician to cover maternity leave. The SMP 11-16 course is followed in the 1st and 3rd yrs. At present there are no 4th and 5th year pupils.
Contact Headteacher for application form and further details (01-520 4847).
Closing date: 13th November 1987.
Ref: No. P93/90/T.

WALTHAMSTOW SCHOOL FOR GIRLS,
Church Hill, London E17 9RZ.
Head: Mrs. P. Marino
REQUIRED UNTIL AUGUST 1988
TEMPORARY TEACHER OF SCIENCE (CHEMISTRY SPECIALIST) – MAIN SCALE plus Outer London Allowance, required in this comprehensive school for pupils aged 11-18 years (1200 on roll). The school has a strong anti-racist and anti-sexist stance. The teaching programme will include 1st year Science; 4th year Modular Science; 4th/5th year GCSE Chemistry and Sixth Form GCSE (Mature) Chemistry. Visits from prospective applicants welcomed.
Contact Head Teacher for application form and further details (01-520 0238).
Ref: P92/96/T.

LEYTON SENIOR HIGH SCHOOL/SIXTH FORM COLLEGE DESIGNATE,
Essex Road, Leyton E10.
Principal: Mr. T. Keogh
REQUIRED FOR JANUARY OR A.S.A.P.
PART-TIME TEACHER (0.6) OF BUSINESS STUDIES required in this comprehensive school/Sixth Form College, for pupils aged 16 - 18 years (801 on roll), to teach Business Studies in a rapidly expanding 6th Form College. The position would initially be for two terms. Hours negotiable. Applicants should be able to offer either Law or Accounts to GCSE level. Business Skills and Technology would also be welcome.
MAIN SCALE plus Outer London and Social Priority Allowances.
Closing date: 13th November 1987.
Ref. P82/89/T.

(ii) MUSIC CO-ORDINATOR
An enthusiastic teacher to teach Junior pupils and to promote and develop all aspects of music throughout the school.
MAIN SCALE plus Outer London and Social Priority Allowances.
Ref. P20/85/T.

DOWNSELL INFANTS SCHOOL,
Downsell Road, London E15 2BS.
Head: Miss S. Brodie
REQUIRED FOR JANUARY 1988
Class teacher required, please state area of curriculum interest.
MAIN SCALE plus Outer London and Social Priority Allowances.
Ref. P23/88/T.

HENRY MAYNARD JUNIOR SCHOOL,
Addison Road, London E17 9LT.
Head: Miss N. Cossar
REQUIRED FOR JANUARY 1988
Class Teacher required for this large open-plan multi-cultural school.
MAIN SCALE – SCALE 1 plus Outer London and Social Priority Allowances.
Ref. P31/88/T.

ST. JOSEPH'S JUNIOR SCHOOL,
Vicarage Road, London E10 5DX.
Head: Mr. R. Pickering
Waltham Forest is a multi racial area, and the Governors are anxious to ensure this is reflected in their workforce. They welcome applications from people regardless of ethnic origin, sex or disability.
REQUIRED FOR JANUARY
TWO TEACHERS required initially for 2nd/3rd or 3rd/4th year class. An interest in Art/AVA or computer learning an advantage. Practising Catholic preferred.
MAIN SCALE plus Outer London Allowance.
Ref. P47/89/T.

THOMAS GAMUEL PRIMARY SCHOOL,
Colchester Road, London E17.
Head: Mr. F. Miles
REQUIRED FOR JANUARY 1988
INFANT TEACHER for new Reception Class in this open plan school.
MAIN SCALE plus Outer London Allowance.
Ref. P60/89/T.

WOODFORD GREEN PRIMARY SCHOOL,
Sunset Avenue, Woodford Green, Essex.
Head: Mr. D. Stanley
REQUIRED FOR JANUARY 1988
TWO TEACHERS – For Infant Classes, one being temporary appointment for two terms. Please state area of curriculum interests.
MAIN SCALE plus Outer London Allowance.
Ref. P67/100/T.

WOODSIDE INFANTS SCHOOL,
Wood Street, London E17 3JX.
Head: Mrs. B. Rainey
REQUIRED FOR JANUARY 1988 OR AS SOON AS POSSIBLE
A teacher with experience in Early Childhood Education required for Nursery or Infant class.
MAIN SCALE plus Outer London and Social Priority Allowances.
Ref. P69/87/T.

Primary

MAIN SCALE + ALLOWANCE B

REQUIRED FOR SEPTEMBER OR AS SOON AS POSSIBLE THEREAFTER
WE REQUIRE SUCCESSFUL TEACHERS with varied school experience to join the Authority's team of Unattached Staff. Ability to teach across the primary age range an advantage.
MAIN SCALE plus (Allowance B) plus Outer London Allowance
Application form (and further details) available from the Chief Education Officer, London Borough of Waltham Forest, Municipal *Offices, High Road, Leyton E10 5QJ* or telephone 01-558 3553 (24 hour Answering Service). Ref. P93/T.

WOODSIDE INFANTS SCHOOL,
Wood Street, London E17 3JX
Head: Mrs. B. Rainey
REQUIRED FOR JANUARY
SUCCESSFUL TEACHER required to promote and co-ordinate Mathematics in this large multi-cultural infants school. Ability to teach across the infnat range essential.
MAIN SCALE + Allowance B plus Social Priority and Outer London Allowances.

MAIN SCALE

DAVIES INFANTS SCHOOL,
Davies Lane, London E11 3DR.
Head: Mrs. D. Pusey
REQUIRED FOR JANUARY
TEACHER required. An interest in Science or Language an advantage.
MAIN SCALE plus Social Priority and Outer London Allowances. Ref. P21/83/T.

DAVIES JUNIOR SCHOOL,
Davies Lane, London E11 3DR.
Head: Mr. G. Windsor
TWO TEACHERS
REQUIRED AS SOON AS POSSIBLE
(i) ART, CRAFT AND DISPLAY CO-ORDINATOR
An experienced teacher to teach Junior children and co-ordinate art, craft and display throughout the School.
MAIN SCALE plus Outer London and Social Priority Allowances. Ref. P20/84/T.

Special

MAIN SCALE + ALLOWANCE B

WHITEFIELD SCHOOL AND CENTRE
Macdonald Road, London E17 4AZ
Head: Mr. P. Turner
REQUIRED FOR SUMMER TERM 1988 OR SOONER
DEPARTMENT FOR SPECIFIC BEHAVIOUR & COMMUNICATION DIFFICULTIES (AUTISTIC) (Team Leader) *(Main Scale + Allowance B and Outer London Allowance)* (Primary Dept). The department caters for 47 pupils, age range 5-19 years with *specific* difficulties in the areas of communication, social development and behaviour. The majority of the pupils are described as autistic.
Whitefield is a large Special School catering in a number of separate departments, of *some 300 children with a wide variety of special* needs. The school also acts as a resource centre for parents and professionals interested in the special needs field. Whitefield's multi-disciplined approach is reflected in the wide range of professional disciplines represented among 176 strong staff including 68 teachers. The in-service training facilities including a special needs library and information service are probably without parallel in this country.
For further details and an application form, please contact Mrs. C. Coleman. Tel: 01-531 3426.
Closing date: 13.11.87. Ref. S13/T.
(53579)

PRIMARY EDUCATION
continued

ESSEX
ST JOHN'S C.E. PRIMARY SCHOOL
High Road, Buckhurst Hill IG9 5RX
Tel: 01-504 2934
(Roll 204)
TEACHER OF JUNIORS - MAIN GRADE
Required January 1988.
Fixed term with possibility of permanent post for suitable applicant.
Please apply to Headteacher at the school.

EPPING COUNTY JUNIOR SCHOOL
St. John's Road, Epping CM16 5DN
Tel: Epping 72496
(Roll 232)
JUNIOR TEACHER - MAIN GRADE
Required January 1988.
Enthusiastic teacher willing to lead an area of the curriculum. Maths and Music preferred but please state strengths. Visits to the school are welcomed.
Application and further details available from Headteacher.

TJROUNDS COUNTY JUNIOR SCHOOL
Pyenest Road, Harlow
Tel: Harlow 23791
(Roll 252)
TEACHER - MAIN GRADE
Required January 1988.
Please state strengths.
Applications to Headteacher.

LEVERTON COUNTY JUNIOR SCHOOL
Honey Lane, Waltham Abbey EN9 3BE
Tel: Lea Valley 715885
(Roll 232)
TEACHER - MAIN GRADE
Required January 1988 or as soon as possible.
An enthusiastic teacher committed to environmental studies and interested in art teaching.
Apply directly to the Headteacher.

LITTLE HALLINGBURY C OF E PRIMARY SCHOOL
Little Hallingbury, Bishops Stortford, Herts. CM22 7RE
Tel: (0279) 723382
(Roll 106)
TEACHER - MAIN SCALE
Required January 1988.
Experienced, enthusiastic teacher for infant class (including reception children). Lively village school, strong community involvement, rural surroundings.
Visits welcome.
Please apply direct to the Headteacher.
Closing date: 13th November 1987.

SPINNEY INFANT SCHOOL
Cooks Spinney, Harlow
Tel: Harlow 25143
(Roll 184)
INFANT TEACHER - MAIN GRADE
Required January 1988.
A main grade teacher initially for younger infants. All visits to the school welcome.
Please apply to the Headteacher. (22702) 110040

HARROW
EDUCATION COMMITTEE

GRANGE FIRST SCHOOL
Welbeck Road, S. Harrow, Middx. HA2 0RJ

Tel: 01-422 5054

Applications are invited for an enthusiastic class teacher who is prepared to teach within the 5-8 year range. Please give the curriculum interests that you have, or may wish to develop.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 11 November 1987.

Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER.
(22557) 110040

HARROW
EDUCATION COMMITTEE

VAUGHAN FIRST AND MIDDLE SCHOOL
Vaughan Road, West Harrow, Middlesex

Tel: 01-427 7292

Required for January 1988. *Main Scale.*

An enthusiastic teacher for reception class children. The successful candidate will also be required *to join one of four* curriculum teams and to contribute towards the development of an agreed curricular area.

Applicants should therefore state their special interest.

Outer London Allowance payable.

Application forms from and to be returned to the Headteacher by 11th November 1987. Please enclose a stamped addressed envelope.

Harrow is an equal opportunities employer. (22704) 110040

HEREFORD AND WORCESTER
COUNTY COUNCIL

HEREFORD, TRINITY *PRIMARY SCHOOL*
Barricombe Drive, Moor Farm, Hereford HR4 0NU

(N.O.R. 470)

TEACHER FOR FIRST YEAR CLASS

MAIN SCALE

Required from January *1988, Assistant Teacher,* Main Scale, for first year junior class, initially. Subsequently must be willing to teach older or younger primary children. *Please state special* interests, e.g. swimming, music, computers, games.

Application forms and further information are *available from* the Headteacher (S.A.E. please). (10548) 110040

HERTFORDSHIRE
GROVE ROAD INFANTS' SCHOOL
Grove Road, Tring
Tel: Tring 2056
Required for January 1988, *experienced* infant teachers. Two posts are vacant one permanent one temporary (for two terms).
Visits welcome.
Relocation expenses may be payable.
Apply in writing enclosing s.a.e. as soon as possible. (22433) 110040

HERTFORDSHIRE
HERTINGFORDBURY JMI SCHOOL
Birch Green, Hertford
Tel: Hertford 583239
(Head: Mr D.J. Mackey)
Required for January 1988 - initially for a term's contract, but with a strong possibility of a longer contract, a RECEPTION CLASS TEACHER for the above school. The school is essentially a village school, well-equipped with a mini-bus, computers, video camera, swimming pool etc. The school is actively involved in a variety of activities and has close affiliations with parents and the local community.
Please apply to the Headmaster, enclosing a letter of application and s.a.e. Visits to the school are welcome. (22659) 110040

HERTFORDSHIRE
BROOKLAND J.M SCHOOL
Elm Drive, Cheshunt, Herts.
Tel: Waltham Cross 24487
Head: Miss S.R. Lund
Required for January 1988 a suitably qualified and experienced class teacher.
Letters of application and curriculum vitae should be sent to the Headteacher as soon as *possible.* Applicants are invited to visit the school by appointment.
The Authority operates a generous recruitment incentive scheme. (22646) 110040

HERTFORDSHIRE
PURWELL JMI SCHOOL
Fairfield Way, Hitchin, Herts. SG4 0PU
Tel: Hitchin (0462) 32950
Head: Mr. G. Johnson
Required for January 1988 a full time teacher for 2nd year Juniors. Initially candidates should indicate their particular *curricular strengths* and applications from teachers able to offer Music/Drama will be especially welcome.
Applicants should address their c.v. and letter of application to the Headmaster at the school quoting the name and address of two referees. Closing date Wednesday 18th November 1987.
(22645) 110040

HERTFORDSHIRE
KNEBWORTH PRIMARY SCHOOL
Swangleys Lane, Knebworth SG3 6AA

Tel: Stevenage 812184

Headteacher: Mr J.J. Downes

Required for January enthusiastic teacher for class of 2nd year Juniors.

Please apply by letter to Headteacher from whom further details and application form may be obtained. (22421) 110040

HERTFORDSHIRE
WOOLENWICK JUNIOR SCHOOL
Bridge Road, Stevenage SG1 2NU
Headteacher: Mr M.A. Faulkner
Mainscale Junior Teacher (initially for 2nd year class) in purpose built semi-open plan school.
Apply immediately by letter with c.v. and names and addresses of two referees to the Headteacher. Tel: Stevenage 359418. (20496) 110040

HERTFORDSHIRE
SUMMERSWOOD FIRST SCHOOL
Furzehill Road, Borehamwood, Herts. WD6 2DW
(613)
Head: Mr R. Guest
Required for January 1988, for two terms, a fulltime class Teacher, Main Scale, for Middle Infants.
Fringe Allowance of £309 p.a. payable.
Further details and application form available from Head Teacher at the School (Tel: 01-953 3139). Visits welcomed. (20500) 110040

HERTFORDSHIRE
RE-ADVERTISEMENT
LETCHMORE ROAD INFANT SCHOOL
Letchmore Road, Stevenage
Required from 1st January 1988 (or earlier if possible) teacher for a class of reception/middle infants. Ability to play the piano essential, and an interest in furthering the *music curriculum* within the school an advantage.
Application forms available from the Headteacher (Tel: Stevenage 352474) to be forwarded with a letter of application and *c.v. as soon as* possible. Visits to the school welcome.
Herts. County Council operates a generous relocation scheme (up to £4,000) and mortgage *subsidy scheme in* approved cases.
(20497) 110040

HERTFORDSHIRE
ST. JOHN'S RC. JMI SCHOOL
Limekiln Lane, Baldock, Herts. SG7 6PB
Tel: Baldock 892478
Head: Sister Catherine
Temporary appointment for two terms in first instance, an efficient and dedicated Junior Class Teacher required for January 1988.
Applicants must be practising Catholics.
Applications to the Headteacher with c.v. and the names and addresses of two referees. (22622) 110040

HERTFORDSHIRE
KNEBWORTH PRIMARY SCHOOL
Swangleys Lane, Knebworth, Herts. SG3 6AA
Tel: Stevenage 812184
Headteacher: Mr. J.J. Downes
Required for January 1988 a suitably qualified and experienced class teacher to take class of reception/middle infants.
Further details from Headteacher, to whom application should be made. Visits to the school most welcome. Please quote Ref: TES/1.
(22621) 110040

HERTFORDSHIRE
WESTON JMI SCHOOL
Maiden Street, Weston, Herts. SG4 7AG
Tel: 846279/317
Head: Mr. M.J. Foster
This friendly village school welcomes applications from good class teachers for a Main Scale post starting in Januay 1988.
It will be a temporary, two term appointment to take a small class of 1st and 2nd year Juniors.
Phone the school for further details and to arrange a visit.
(22620) 110040

HERTFORDSHIRE
LITTLE GREEN JMI SCHOOL
Lincoln Drive, Croxley Green, Rickmansworth
Required January, enthusiastic teacher for JUNIORS. Main Scale + London fringe allowance £309.
Apply by letter to Headmistress giving curriculum vitae and names and addresses of two referees. (22618) 110040

HERTFORDSHIRE
JUPITER DRIVE J.M.I. SCHOOL
Jupiter Drive, Hemel Hempstead
Tel: Hemel Hempstead 59860
Required for January 1988 or as soon as possible thereafter, a full time Main Scale teacher for a lower junior class, permanent post for suitable candidate.
Letter of application to the Headteacher to include curriculum vitae, names and telephone numbers of two referees by November 16th.
Visits welcome.
(22516) 110040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
AYLESFORD C.P. SCHOOL
Teapot Lane, Aylesford, Kent ME20 7U
January 1988. An enthusiastic teacher *for* Infant Class.
Visits to school welcomed.
Further details and application forms from Headteacher (SAE please).
(22764) 110040

LONDON N21
PALMERS GREEN HIGH SCHOOL
Please see main advertisement under Preparatory - other than by subjects - other assistants. (22564) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16 1LN
Head Teacher: H.D. House (Mrs)
Number on roll: 228
P.E., *GAMES/DANCE* TEACHER
Required April 1988.
An enthusiastic teacher required to coordinate P.E. and Games throughout the school.
London Allowance £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to *whom completed* forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20477) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16 1LN
Head Teacher: H.D. House (Mrs)
Number on roll: 228
MUSIC TEACHER
Required April 1988.
An experienced and enthusiastic teacher required to develop a music *policy* throughout the school. An interest in drama or dance an advantage.
London Allowance £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20476) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
ST. EDWARD'S R.C. PRIMARY SCHOOL
Castle Street, London E6
Head Teacher: Mr. E.J. McConalogue
Number on roll: 260
CLASS TEACHER
Required January 1988.
An enthusiastic and experienced teacher required for Infant class. Please state curriculum interests in letter of application.
London Allowance £1,215.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 10.11.87.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD. (20483) 110040

NORTH YORKSHIRE

DRINGHOUSES C P SCHOOL

Required for January, 1988 a Junior Teacher.

An interest in boys games an advantage.

Main Scale.

TADCASTER RIVERSIDE C P SCHOOL

Required a.s.a.p. experienced teacher initially to be a support teacher eventually to be responsible for a junior class.

Ability to *offer music* preferred.

Main Scale.

Application forms (sae please) from Department 'A' Area Education Office, 60 Piccadilly, York YO1 1PW to be returned by 13.11.87.

CLAPHAM C E (VC) PRIMARY SCHOOL

Required for January 1988, Teacher of Infants, Main Scale. Please state curricular interests.

Application forms available from the Area Education Officer, Water Street, Skipton BD23 1PD (SAE Please).

Closing date 12.11.87. (22635) 110040

OSWESTRY

PANT, BRYNE OFFA C.E. PRIMARY SCHOOL
Rockwell Lane, Pant, Oswestry SY10 8QR

Tel: Oswestry 830621

Required from January or Easter 1988, permanent, full-time teacher for a middle Junior class. Applicants should be able to take responsibility for boys games and P.E., and should be able to lead in the development of more than one curriculum area including computer work, Direct experience approach (Main Scale). Previous applicants may re-apply.

Application forms and details from the Head. (S.A.E.). Closing date 13th November 1987. (15593) 110040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

LOWTHER JM/I SCHOOL
Stillingfleet Road, Barnes SE13 9AE

Tel: 01-748 3984

UNESTABLISHED MAIN SCALE TEACHER Plus £795 Outer London *Allowance*

Teacher required for January 1988 for the Spring Term only to take a class of 2nd and 3rd Year Junios.

Visits to the school welcome.

Forms (foolscap s.a.e.) from Director of Education, *Regal House, London* Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 16th November 1987. (22439) 110040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

ST ELIZABETHS RC JM/I SCHOOL
Queens Road, Richmond, Surrey TW10 6HN

Tel: 01-940 3015

MAIN SCALE TEACHER Plus £795 Outer London Allowance

Required for January 1988, or as soon as possible after that date, an experienced and enthusiastic teacher for infants with an interest in Music, Mathematics or Language. Applicants should be committed practising Catholics.

Applicants are welcome to visit the school by *arrangement* with the Headmaster.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Chairman of Governors, St Elizabeths, The Vineyard, Richmond, Surrey TW10 6AQ, by Fridaym 13th November 1987. (22440) 110040

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MEYNELL NPM SCHOOL
Meynell Road, Sheffield S5 8GN
Tel: 0742 311425
Required from January 1988.
A first school teacher (NGM) committed to developing an integrated curriculum and to working co-operatively on an open plan basis is required in this newly remodelled school. Applicants are invited to state curriculum area(s) they are interested in developing.
Application forms and further details are available from the Headteacher at the school, to whom they should be returned, by 6.11.87.
(20491) 110040

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
SPRINGFIELD J & I SCHOOL
Broomfield Lane, Sheffield S10 2FA
Tel: 0742 723455
Required from January 1st, 1988, a permanent full time M.P.G. Teacher + SPS allowance. A good Primary Practitioner able to work creatively across the *curriculum* is required for this multi-racial, inner city school. Whilst initial responsibilities wwould be for Junior age children, Infant, first school experience would be an advantage as would an interest in Drama. Applicants should state their curriculum interests and strengths.
Applications are welcomed from bi-lingual people (English, Pharses, *Pubjabi,* Arabic, Urdu), experienced ESL teachers, and members of ethnic minority groups.
Application forms and further details are available from the Headteacher *at the school,* to whom they should be returned by 19 November 1987.
(20492) 110040

SHROPSHIRE

DONNINGTON COUNTY INFANTS SCHOOL
Baldwin Webb Avenue, Donnington, Telford

Required for January or Easter 1988, an experienced early *years teacher* (Main Scale), who will enthusiastically lead an area of the curriculum. Please state strengths and interests, direct experience approach *an advantage.*

Application forms and details from the Head (SAE). Closing Date: 16th November. (22403) 110040

SHROPSHIRE

JOHN FLETCHER JUNIOR SCHOOL
Upper Road, Madeley, Telford, Shropshire TF7 5DL

Tel: Telford 585708

Required for January 1988. Permanent Full-time *teacher (Main Scale)* for First Year Juniors in first instance. Applications welcomed from experienced or newly qualified teachers.

Application Forms and Details From the Head (S.A.E.) Closing date 16th November, 1987.
(20454) 110040

SHROPSHIRE

JOHN RANDALL COUNTY PRIMARY SCHOOL
Queens Street, Madeley, Telford, Shropshire TF7 4DR

Tel: Telford 586864

Required for January 1988, an energetic and enthusiastic teacher for Top Juniors (Main Scale), Temporary for one Term in the first instance. Creative strengths and/or an interest in sporting activities and outdoor pursuits an advantage but not essential. Applications from newly qualified teachers.

Letter of application stating c.v. to the Head by the 13th November, 1987. (20455) 110040

SHROPSHIRE

MALINSLEE COUNTY PRIMARY SCHOOL
Malinslee, Telford, Shropshire TF4 2JF

Tel: Telford 506806

Required for January 1988 Permanent Full-time Teacher (Main Scale) to join the Early Years team, older infants in the first instance. Applicants must be committed to a Child centred, direct experience approach and have a strong interest in parental involvement, please state strengths and interests.

Application forms from the Head (s.a.e.) as soon as possible. (22402) 110040

SHROPSHIRE

WHITCHURCH CE INFANTS SCHOOL
Station Road, Whitchurch, Shropshire SY13 1JR

Tel: Whitchurch 2905

JAN. NOR 240

Required for January 1988, a permanent, full-time teacher (Main Scale). The successful applicant will be expected to demonstrate commitment and a willingness to participate in and learn in a growing school currently engaged in developing an open style of management. Please state interests.

Application forms from and returnable to the Head (SAE). (10568) 110040

SHROPSHIRE

ALERIGHTON COUNTY JUNIOR SCHOOL
New House Lane, Alerighton, Wolverhampton WV7 3QS

Tel: Alerighton 2261

Required for January 1988, permanent, full-time, enthusiastic and experienced class teacher for top Juniors in the first instance. Please state areas of the curriculum in which the applicant *could* take a lead. (Main Scale).

Application forms from and returnable to the Head (SAE). Closing date 27th November 1987. (22780) 110040

SOLIHULL
EDUCATION COMMITTEE

BENNETT'S WELL JUNIOR AND INFANT SCHOOL
Woodclose Road, *Chelmsley Wood,* Birmingham B37 6AB

Tel: 021-770 3488

Required January 1988, or as *soon* as possible thereafter.
MAIN SCALE JUNIOR AND INFANT TEACHER. Design/Art, Craft and Display.

Send S.A.E. to Headteacher for application form: Closing Date: 20th November 1987. (22530) 110040

PRIMARY EDUCATION
continued

SOLIHULL
EDUCATION COMMITTEE

KNOWLE C.E. (CONTROLLED) INFANT SCHOOL
Kixley Lane, Knowle, Solihull, West Midlands B93 0JE

Tel: Knowle 6209

Required January 1988, or as soon as possible thereafter.

Main Scale experienced NURSERY TEACHER.

Send S.A.E. to Headteacher and application form. Closing Date: 20th November, 1987.
(22532) 110040

SOMERSET
COUNTY COUNCIL
CHILCOMPTON CE VA JUNIOR SCHOOL
Chilcompton
(nor 82)
TEACHER (MAIN SCALE)
For January 1988 a teacher of a vertically grouped 3rd/4th year junior class, keen to foster a child centred approach to education, and be in sympathy with the Christian faith. This is a temporary appointment for two terms in the first instance. Ability to teach football and hockey an advantage.
Apply immediately by letter to the Head at the school with full c.v. and the names and addresses of two referees. (see please).
Closing date 10th November.
An Equal Opportunities Employer. (10517) 110040

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
TEACHER
Main Grade
Required to commence as soon as possible, at Eaves County Primary School, Eaves Lane, Marshalls Cross, St. Helens WA9 3TJ. To work with children from infant classes in Project area.
Application forms are available from the Head Teacher to whom applications should be returned by 13th November, 1987.
An Equal Opportunity Employer. (22629) 110040

SURREY
EDUCATION COMMITTEE
BANSTEAD COUNTY MIDDLE SCHOOL
The Horseshoe, Banstead SM7 2BQ
Tel: Burgh Heath 351788
Required fro January 1988 or as soon as possible thereafter, lively, enthusiastic Main Professional Grade Teacher with responsibility for Art and C.D.T.
Application form and further details from the Headteacher. (22475) 110040

SURREY
EDUCATION COMMITTEE
WOODVILLE COUNTY MIDDLE SCHOOL
Woodville Road, Leatherhead, Surrey KT22 7BP
Tel: Leatherhead 373448
Required an enthusiastic Main Professional Grade class teacher, committed to learning where possible from first hand experience, required from January 1988 or as soon as possible thereafter for this Middle School with a Language Unit. Environmental Studies/Science experience deirable, but please state curriculum strengths.
Application forms and further dtails from the Headteacher. (22653) 110040

SURREY
EDUCATION COMMITTEE
KENYNGTON MANOR FIRST AND MIDDLE SCHOOL
Beechwood Avenue, Sunbury On Thames, Middlesex TW16 7QL
An enthusiastic and experienced teacher required for January 1988 to take an advisory role for Environmental Studies throughout the First and Middle School. The person appointed would initially teach either a second year middle school class or a top first school class.
Application Forms From:- Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 852811. (20370) 110040

SURREY
EDUCATION COMMITTEE
CUDDINGTON CROFT COUNTY FIRST AND MIDDLE SCHOOL
West Drive, Cheam SM2 7NA
A Part-time teacher is required 56/100ths to team teach with two classes of the Upper First School.
Applicants should have First *school experience and an* inviting style of classroom management.
Application Forms from:- Area Education Office, 7 Monument Hill, Weybrdge, *Surrey KT13 8RZ. Tel: Weybridge* 852811. (20369) 110040

SURREY
EDUCATION COMMITTEE
BANSTEAD COUNTY MIDDLE SCHOOL
The Horseshoe, Banstead SM7 2BQ
Tel: Burgh Heath 351788
Required for January 1988, or as soon as possible thereafter, Main Professional Grade Teacher to be responsible for Reading and Language Development throughout the *school.*
Application form and further details from the Headteacher. (22656) 110040

SURREY
EDUCATION COMMITTEE
HOLY TRINITY C OF E FIRST AND MIDDLE SCHOOL
Benner Road, West End, Woking GU24 9JG
Main Scale Posts £7,599 - £13,299
Two enthusiastic Class Teachers for upper middle school required for January 1988 or as soon as possible thereafter. Applicants should believe in the importance of learning from first hand experience and working as a supportive member of a team. Ability to lead in a curriculum area e.g., Science, French, P.E., would be an advantage.
Application forms and further details from the Headteacher. Closing date: 13th November 1987.
(20371) 110040

SURREY
EDUCATION COMMITTEE
ST. MARY'S C/E FIRST SCHOOL
Shackleford, Godalming, Surrey GU8 6AE
Enthusiastic teacher with experience of integrated day and of children learning from first hand experience.
Interest in one or more of the following is desirable: Science and environmental studies; games and P.E.; Music and drama.
Application forms from the Headteacher. (SAE please). (13315) 110040

TAMESIDE
METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

SOCIALISM AT WORK

PRIMARY VACANCIES

LIVINGSTONE PRIMARY SCHOOL
Valeside, Mossley OL5 0AP

Mrs J. Noble, B.Ed., Head *Teacher*

MAIN SCALE TEACHER required for a Lower Junior Class from 1st January 1988. Please state curricular *interests.*

Application forms available from and returnable to The Director of Education, Tameside MBC, Staffing Division, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL.

Closing date for applications: 11th November 1987.

An Equal Opportunity Employer. (22664) 110040

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
OUR LADY OF LOURDES RC PRIMARY SCHOOL
Lock Lane, Partington, Urmston M31 4PJ
Tel: 061-775 2847
MAIN SCALE
Required from January 1988 a teacher for a vertically *grouped infant class.* Applicants should be committed practising catholics and should state curriculum strengths and interests.
Application forms available *from and returnable to the* Head. Closing date 13th November 1987.
(22631) 110040

WEST SUSSEX
TEACHER
CHEQUER MEAD COUNTY PRIMARY SCHOOL
East Grinstead
Required for January 1988 an enthusiastic and experienced Teacher to teach across the infant age range. Candidates are asked to state any special interest, ability or qualification.
Application forms are available from the Headteacher, Chequer Mead County Primary School, De La Warr Road, East Grinstead, West Sussex RH19 3BS. (22493) 110040

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

All applicants will be considered on the basis of suitability for the post regardless of sex, creed, race or disability

RIVERSIDE PRIMARY SCHOOL
Brighton Street, Wallasey, Wirral L44 6QW

Required for 1st January 1988.

A well qualified and experienced NURSERY TEACHER (Main Scale), to open this new class.

Applications and CV by letter to the Acting Headteacher, from whom further details can be obtained. Tel: 051-639 8787.
(22610) 110040

Remedial and Special Needs Teaching Posts

Main Scale Incentive A

KIRKLEES
METROPOLITAN COUNCIL

Ref: 1120

See Secondary Special Needs - Professional Grade Plus Allowance A.
(22670) 111038

Main Scale

BROMLEY
LEESONS PRIMARY SCHOOL
Leesons Hill, Orpington, Kent BR5 2LS
Tel: Orpington 25432
For January 1988, initially for one term only, an enthusiastic teacher committed to children with Special Educational Needs.
The successful applicant should be able to work closely with class teachers in developing programmes of work appropriate to the children's individual needs.
Application forms and further details available from/returnable to the Headteacher (large sae) by 10th November 1987.
(22748) 111040

Middle School Education

Remedial and Special Needs Teaching Posts

Main Scale Incentive A

EALING
LONDON BOROUGH
EDUCATION SERVICE
GIFFORD MIDDLE SCHOOL
Greenhill Gardens, Northolt UB5 6BU
Required for January 1988 or as soon thereafter as possible, an experienced and enthusiastic teacher to be Co-ordinator for Special Needs in this multi-cultural 8-12 Middle School. The successful candidate will also have a separate curriculum responsibility and candidates should indicate areas of expertise. The person appointed will become a member of the Senior Staff Team and will be initially responsible for a class of 9-10 year olds.
Incentive Allowance 'A' (£501) payable + £1,215 London Weighting.
Relocation expenses payable subject to *condition.*
Application forms available from the Head (SAE) to be returned by 13th November 1987.
Ealing Council welcomes *applications from all regard*less of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (15307) 121038

KIRKLEES
METROPOLITAN COUNCIL

Ref: 1120

See secondary Special Needs - Professional Grade Plus Allowance A.
(22671) 121038

By Subject Classification

Mathematics

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
ROBERT BLOOMFIELD MIDDLE SCHOOL
Bloomfield Drive, Shefford SE17 5RF
Tel: Hitchin 813366
Required for January 1988, a full-time, mainscale, specialist teacher of Mathematics.
An enthusiastic teacher is sought who can contribute to a well established department with a forward looking approach to Mathematics teaching.
Application forms and further details from the acting Headmaster, SAE please.
Please apply immediately.
Bedfordshire is an Equal Opportunities Employer.
(22542) 123440

BEDFORDSHIRE
EDUCATION SERVICE
PARKWOOD MIDDLE SCHOOL
Hawk Drive, Bedford MK41 7JE
Tel: Bedford (0234) 59259
Required for January 1988, a full time, mainscale temporary Teacher of Mathematics for two terms only.
Application forms and further details from the Headmistress, SAE please.
Bedfordshire is an Equal Opportunities Employer.
(22484) 123440

Modern Languages

Main Scale Incentive B

HARROW
EDUCATION COMMITTEE

WELDON PARK MIDDLE SCHOOL
Wyvenhoe Road, South Harrow, Middlesex HA2 8LS

LANGUAGE CO-ORDINATOR

For further details please see advertisement under - Primary Schools - MPG Allowance 'B'.
(22445) 123636

Primary Teachers
Bromley – for the right career move

Key Facts:
- £20m primary education budget
- 81 well-equipped and maintained primary schools
- Extensive in-service training
- *Professional support*
- Innovative curriculum planning
- Integrated Unit provision for Special Needs Children
- Pleasant Outer London Borough Environment

We are now looking for a number of qualified and experienced Primary teachers to join us in January 1988 or as soon as possible thereafter.

Peripatetic Supply Teacher
£8,394 – £13,297 p.a. inc. + £1,002 incentive allowance
This new post is ideal for an ambitious teacher seeking to gain wide and varied experience in a short-time. You will cover main professional grade posts (and occasionally more senior positions) in a range of situations, from short-term emergencies of one or two days, to periods of up to a term in duration. You could work at any of our Primary Schools or cover posts in our centrally deployed pool.
Key requirements will be energy, diplomacy and resourcefulness as well as broad-based teaching skills. Own transport and current driving licence are essentials (travelling expenses paid on NJC scales). Closing date 13th November, 1987.
For details and application form write to the address below.
Quote Red: P1

Supply Teachers
To join our pool of teachers providing emergency short-term cover. If you are adaptable, live in or near the Borough, have your own transport and would like to work, but at times to fit in with your other commitments, we would be pleased to hear from you.
For an informal chat about our supply scheme phone Linda Whybrow on 01-464 3333 Ext. 4571.
Quote Ref: P2.

Full-time Posts
Main Professional Grade.
We have a number of permanent or temporary posts available at several schools *in the Borough.*
For full details on current vacancies please telephone Linda Whybrow on 01-464 3333 Ext. 4571.
Quote Ref: P3.

For an application form and full details of any of the posts, please write to Linda Whybrow, Department of Education, The Town Hall, Tweedy Road, Bromley BR12 1SB. 63587

Bromley
THE LONDON BOROUGH

WILTSHIRE COUNTY COUNCIL
Education Department

SENIOR PORTAGE WORKER
(Full-Time)
Salary: Main Scale Plus Incentive Allowance C.

ASSISTANT PORTAGE WORKER
(Full-Time or Part-Time)
Salary: Main Scale Plus Incentive Allowance B.

These posts are based in Central Swindon as part of the Thamesdown Portage Project which provides support for parents in the teaching of children under 5 with Special Educational Needs. This project is directly funded until 31st March 1989.

The work involved is visiting parents of pre-school *children with Special Needs;* helping parents to set teaching assignments for their children and plan and record the teaching; keeping records of progress to report back to the Project's Supervisor. Training in the necessary techniques is provided.

Applicants for this post should have experience of using the portgage teaching method or some other approach involving careful selection and monitoring of teaching objectives, together with experience in helping or teaching situations with pre-school children and/or their parents. Qualifications in teaching are essential qualifications in social work, child care or some aspect of Health service work would be an advantage.

Further details and application forms can be obtained from the Chief Education Officer (ST/N), County Hall, Trowbridge, Wilts. BA14 8JB, (Telephone: *Trowbridge 3641* Extension 2460).

Closing date for applications is 16th November 1987.

AN EQUAL OPPORTUNITY EMPLOYER

(63597)

MIDDLE SCHOOL EDUCATION
continued

Physical Education

Main Scale

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
ST CATHERINE'S R.C. MIDDLE SCHOOL
Grand Drive, London SW20 9NA
Tel: 01-540 4385
Head Teacher: Mr P.A. Raw
Age Range: 9-13 years
No. on Roll: 484
Required for 1st January 1988 or as soon as possible a teacher to *offer girls* P.E. and work with first year pupils. Catholic preferred.
CLOSING DATE: 13th November 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(10563) 124240

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
ST THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Commonside East, Mitcham, Surrey CR4 1YG
Tel: 01-648 0869
Head Teacher: Mr T.J. O'Rugan, M.A., B.A.
Age Range: 9-13 years
No. on Roll: 340
Required as soon as possible, HEAD OF BOYS P.E. Main *Professional* Grade.
CLOSING DATE: 13th November 1987.
Application foms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope.
(10562) 124240

SOMERSET
COUNTY COUNCIL
FAIRLANDS MIDDLE SCHOOL
Cheddar
(9-13 mixed middle, nor 381)
TEACHER OF BOY'S PHYSICAL EDUCATION AND BOYS' GAMES (MAIN SCALE)
For January 1988, this is a temporary appointment for one term in the first instance.
Apply by letter to the Head at the school *with full cv and* the names and addresses of two referees. Further details from the Head (0934) 743186.
Closing date 18th November.
An Equal Opportunities Employer. (10515) 124240

Other than by Subject Classification

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
SILVER JUBILEE MIDDLE SCHOOL
Acacia Road, Bedford MK42 0HU
Tel: Bedford (0234) 53401
Required for January 1988, a full-time, mainscale Teacher for Section II work.
The successful candidate will undertake English as a second language with both *withdrawal groups and* classroom situations.
Most of the work will be with the 9 to 11 age range.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer.
(22487) 125740

EALING
LONDON BOROUGH
EDUCATION SERVICE
DERWENTWATER MIDDLE SCHOOL
Shakespeare Road, Acton W3 6SA
Required for January 1988, two experienced teachers to undertake General class teaching in this lively, multi-ethnic 8-12 Middle School. *Expertise* in Music would be an advantage.
Main salary scale plus £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from *people with disabilities* and from lesbians and gay men.
(10529) 125740

EALING
LONDON BOROUGH
EDUCATION SERVICE
GIFFORD MIDDLE SCHOOL
Greenhill Gardens, Northolt UB5 6BU
Required for January 1988 an enthusiastic *class teacher for* this multicultural 8-12 Middle School. The successful candidate will be responsible initially for a class of 8-9 year olds but should be prepared to *teach throughout* the school. Candidates should indicate curricular expertise and interests.
Main Scale Salary + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Head (SAE) to be returned by 13th November 1987.
Ealing Council welcomes applications *from all regardless* of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.
(15308) 125740

SUFFOLK
COUNTY COUNCIL
CHALKSTONE MIDDLE SCHOOL
Millfields Way, Haverhill CB9 0JB
Mixed Comprehensive 9-13; Roll 480
Required from January or April 1988, a lively and flexible general subjects Teacher (Main Scale) to work co-operatively in the first year team. An ability to contribute to *language* development or drama an advantage but not essential.
Application forms and further details available *from the Headteacher* at the school (s.a.e. please) to whom they should be returned as soon as possible.
(10570) 125740

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

HEADSHIP

RYDENS SCHOOL
Hersham Road, Hersham, Walton-on-Thames
Actual NOR September 1987: 1137 inc 150 VIth Form
HEADTEACHER required from Summer Term 1988 for this Group 11, 12-18 Mixed Comprehensive School.
Salary £26001 p.a.
Application form and further details available from: County Education Officer (TP/MVB), County Hall, Kingston upon Thames, KT1 2DJ (s.a.e. please)
Closing date 13 November 1987. (53304)

Cheshire
EDUCATION DEPARTMENT
MACCLESFIELD DISTRICT
Tytherington County High School – Readvertisement
(Group 10 NOR 825)
Applications are invited for the

Headship

of this school which is one of the five mixed 11-18 comprehensive schools serving Macclesfield town. The Authority has published its proposals to reorganise secondary education in Macclesfield to create four 11-16 schools and a 6th form college from September 1988. If the proposals are approved by the Secretary of State, Tytherington will become an 11-16 school.
The successful applicant will have a key role to play in preparing for and implementing changes in the school in the context of the proposed reorganisation in Macclesfield as a whole.
Further details and application forms are available from the District Education Officer, *Macclesfield District, County Offices*, Chapel Lane, Wilmslow, SK9 1PU, telephone Wilmslow (0625) 534770.
Applications should be returned by first post on Monday, 16 November 1987.
All previous applicants will automatically be reconsidered. (53823)

GLENMOOR SCHOOL, BESWICK AVENUE, BOURNEMOUTH
(Group 9, 682 on roll)
Required from April, 1988, a HEADTEACHER for this secondary bilateral school for girls – age range 11-16 years. *This is a readvertisement and previous applicants are still under consideration.*
Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 20th November 1987. 53803
DORSET County Council

Sidney Stringer School & Community College, Cox Street, CV1 5NL.
Tel: 51756 (Social Priority School 1279 on roll).
Head of Assessment
Guidance and Special Needs Support
This multi-cultural school in the heart of Coventry seeks applicants with extensive experience to lead a *team of* staff specialising in assessment, guidance and special needs support. The post demands a deep understanding of curriculum issues in the field of special needs and a willingness to work collaboratively *with colleagues at all* times. The person appointed will have a high level of organisational ability and be able to demonstrate leadership and management skills of a high order. Main Scale plus Allowance D.
Details available on request.
Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher, to the Head at the School within 10 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status.
City of Coventry

Secondary Education

Headships

HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
WORCESTER - BISHOP PEROWNE HIGH SCHOOL
(11-16) - GROUP 9
Required for April 1988, Headteacher for this mixed comprehensive (C.E. Aided) High School (882 on roll) one of six in the *City of* Worcester, where 16+ education is continuing at a Sixth Form College.
In addition to being suit*ably qualified and experi*enced, candidates should be practising members of the Church of England.
Further details and application forms are available from County Education Officer (SSW/CJI), County Education Offices, Castle Street, Worcester WR1 3AG. (A foolscap s.a.e. is required).
Completed application forms should be returned to the Clerk to the Governors, Bishop Perowne High School, Merriman's Hill *Road, Worcester* WR3 8LF not later than 13th November, 1987. (22447) 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST GEORGES CE (CONTROLLED) SECONDARY SCHOOL
Westwood Road, Broadstairs CT11 2LH
HEADTEACHER - GROUP 10
Applications are invited for the appointment of Headteacher from Easter 1988.
Further details and application forms *available from The* Area Education Officer, 78 London Road, Canterbury CT2 8LT.
Closing date 13th November 1987. (22767) 130010

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
WALTON-LE-DALE BROWNEDGE ST. MARY'S R.C. HIGH (SPECIAL AGREEMENT)
Station Road, Bamber Bridge, Preston, Lancs
(786 on Roll)
HEADTEACHER - Group 10
Required for 1st May, 1988.
Candidates should be practising and committed Catholics who have the Catholic Teachers Religious Teaching Certificate.
Application form from *District Education Officer*, Civic Centre, West Paddock, Leyland (S.A.E. please) and returned to Father W.T. Loughlin, O.S.B., c/o District Education Office, at the same address.
Closing date: 13th November 1987.
(15311) 130010

WARWICKSHIRE
TRINITY SCHOOL
Guy's Cliffe Avenue, Leamington Spa CV32 6NB
(Age range 12-18, n.o.r. 1150. VIth Form 200)
Applications are invited *for the post of* HEADTEACHER, Group 12, of this Voluntary Aided Roman Catholic Comprehensive School for September 1988.
This is a federated school on two sites, serving a wide area of Central Warwickshire. The school has undertaken pioneering developments in several areas of the curriculum and has strong links with Industry and the Arts. Emphasis is placed on the school's religious character and individual pastoral *care is given a high* priority.
Further particulars obtainable from the Clerk to the Governors.
Letters of application with full curriculum vitae and two referees to be received by 12th December.
Warwickshire is an equal opportunities employer. (22577) 130010

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE JOHN MASEFIELD HIGH SCHOOL
Mabel's Furlong, Ledbury, Herefordshire HR8 2HF
DEPUTY HEADTEACHER: Group 10
Required from April, 1988 in this Group 10, 11-18 Comprehensive School of 780 boys and girls, a well qualified and suitably experienced Deputy Headteacher, with particular responsibility for welfare and discipline of the girls.
For further information please contact the Headmaster. (22450) 130010

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
Tel: Hemel Hempstead 51[illegible]
Mixed All-ability 11-18. Number on Roll 790. Group [illegible]
Required for January or April 1988 2nd Deputy to join the Senior Management team. Applications are invited from teachers with relevant experience eager to make a substantial contribution to curriculum development through a 'whole school' approach. The successful applicant will have an opportunity to play a full [illegible] in the management of the school with due regard to [illegible] of particular expertise, strength and interest. Relocation expenses may be payable.
Apply in writing to the Head, *Miss S.F. Thomas* enclosing curriculum vitae together with the names and addresses of two referees.
(22431) 130[illegible]

Deputy Headships (Inc. Second Masters/ Mistresses)

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll: 1840)
Required for April 1988 or earlier if possible:- DEPUTY HEADTEACHER (Group 12).
The vacancy arises due to the retirement of the Second Deputy. Applications are invited from teachers with good experience in a responsible position. An interest is sought in staff development, INSET, curriculum development, profiling and records of achievement. The ability to make a positive contribution to the education *of our pupils* and to the management of the school are as essential as a sense of humour.
Reimbursement of removal expenses in approved cases.
Application forms and further information are available from the Head Teacher (s.a.e. please). Closing date 13th November 1987.
An Equal Opportunity Employer. (15322) 130012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST PAUL'S R.C. SECONDARY SCHOOL
Woughton Campus, Milton Keynes
(Headteacher: Mr. P. Tubb)
DEPUTY HEDTEACHER - GROUP 11
Required from Easter 1988, a Deputy Headteacher for this newly built comprehensive school due to open for pupils in September 1988. Applicants should be practising *Catholics* and committed to the service of Catholic education and be able to demonstrate their ability to be effective leaders in all aspects of school life.
In *approved cases*, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, on receipt of an A5 stamped addressed envelope. Headteacher, on receipt of an A5 stamped addressed envelope. Closing date: 20th November 1987. (22727) 130012

Remedial and Special Needs Teaching Posts

Main Scale Incentive B

CHESHIRE
EDUCATION COMMITTEE
WADE DEACON HIGH SCHOOL
Birchfield Road, Widnes WA8 7TD
Tel: 051-423 2791
TEACHER OF THE PARTIALLY-HEARING (M.P.G. plus allowance [illegible])
Required for 1st January 1988 or as soon as possible thereafter, a qualified teacher of the deaf to work in the school's unit for the partially-hearing.
Wade Deacon High School is a co-educational comprehensive school for 11 to 18 year old pupils. There are 1,000 pupils on roll plus [illegible] partially-hearing pupils who are as fully integrated as possible within the main-stream of school.
The successful candidate will work with three other qualified teachers of the deaf. Approximately [illegible] of his/her timetable commitment would be within the unit, giving specialist individual help to partially-hearing pupils. 30% of the timetabled commitment would be devoted to teaching within the main stream of school; suitable candidates could be given the opportunity to teach to G.C.S.E. level.
Application forms and further information are available from the Head teacher at the school at the above address. The closing date for applications is Friday, 6th November 1987. (39247) 1[illegible]

SOMERSET
COUNTY COUNCIL
THE WEST SOMERSET SCHOOL
Minehead
(13-18 mixed comprehensive nor 1021)
SPECIAL NEEDS AND REMEDIAL STUDIES (MAIN SCALE + ALLOWANCE [illegible])
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas [illegible]
For January 1988 a qualified teacher to *teach* in the Special Unit of this rural school [illegible]
Apply by letter with full c.v. to the Head at the school with the names and addresses of two referees.
An Equal Opportunities Employer. (10519) 13[illegible]

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

Main Scale Incentive A

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LIVERSEDGE SECONDARY SCHOOL
Roberttown Lane, Liversedge, W. Yorks. WF15 7LX
Ref: 1120
Required for January 1988 or as soon as possible thereafter a teacher to be in charge of EDUCATIONAL SUPPORT/SPECIAL NEEDS in this Group 8 Secondary School. The successful candidate should be able to develop Special Educational Needs work and learning support for pupils, including statemented chil*dren, and to teach basic* subjects to pupils with learning difficulties. Primary or Middle School Trained teachers may apply. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application *forms* and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirlees operates an Equal Opportunities policy full details of which will be supplied to all applicants. (22672) 131038

Main Scale

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
THE QUEEN'S SCHOOL
Corporation Road, Wisbech, Cambs. PE13 2SE
Tel: Wisbech 585237
(11-16 Co-educational Comprehensive)
Head Teacher: Mr. J.H. Piercy, B.Sc.
Group 12
Required *for January 1988:* A full-time teacher to work in Special Needs Department (Main Professional Grade). An ability to offer lower school French or German would be an advantage.
Further details and an application form available from the Headmaster at the school to be returned immediately.
(22606) 131040

ENFIELD
LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middlesex EN3 6TW
Roll 800
Required January 1988, teacher for LEARNING SUPPORT. Most of the teaching involves in-class support for pupils in mainstream classes. An adaptable, imaginative teacher is sought to join a department which is becoming increasingly influential in the school.
Bullsmoor is on a pleasant site in North Enfield with close access to the M25 motorway.
London Allowance, £795.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom completed forms should be returned as soon as possible.
An equal opportunity employer. (22554) 131040

HAMPSHIRE
HORDLE HOUSE SCHOOL
Milford-on-Sea, Lymington
Co-educational 7-14 (boarding and day)
Requires for January, April or September. Experienced energetic, qualified full time teacher to co-ordinate the Special Needs provision throughout the school and to work with class teachers of juniors and with departmental heads to care for pupils with special needs, especially dyslexics. Resident or non-resident. School salary scale.
*Please apply to the Head*master with names, addresses and telephone numbers of two referees and with a recent photograph. Applications close on 1st December.
(20889) 131040

By Subject Classification

Art and Design

Main Scale

HERTFORDSHIRE
KINGS LANGLEY SCHOOL
Love Lane, Kings Langley, Herts. WD4 9HN
Art teacher (Main Scale & London Fringe Allowance) needed in January.
An interest in print making/ceramics/photography would be an advantage.
The school serves a semi rural area 20 miles from London and runs its own Outdoor Education Centre in Powys.
Relocation expenses may be payable.
Application giving c.v. and details of two referees should be sent to the Headmaster (Mr. D.J. Aldridge) at the school.
(20499) 131240

BUCKINGHAMSHIRE
MILTON KEYNES AREA
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
Headteacher: Mr D. Gilling, M.A., Les.L.
Required from January 1988, an experienced enthusiast to develop Textiles/screen printing and contribute towards curriculum development in Art. The successful candidate *will teach general Art with* years 2/3 and develop the specialisation with 4/5/6th form students. She/he will be second in charge to the Head of Department. Main Scale post.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms are available from the Headteacher on receipt of an A5 stamped addressed envelope.
(22717) 131240

ENFIELD
LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx. EN3 6TW
Roll 800
Required January 1988, teacher of ART who is also willing to offer CRAFT, DESIGN & TECHNOLOGY. Teaching in Art is to classes in years 1-3 and in C.D.T. to years 1 and 2.
Both *departments are* extremely well-organised and offer first class support. In C.D.T. all classes are taught on a team basis and in-house training will be given.
The post provides an excellent opportunity for teachers who wish to broaden their experience in the Art/Craft area.
Bullsmoor is on a pleasant site in North Enfield with close access to the M25 motorway.
London Allowance £795.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom completed forms should be *returned as soon as* possible.
An equal opportunity employer. (20358) 131240

HARROW
EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middx. HA2 9AG
Tel: 01-422 4675
ART
Temporary Part-time (0.4) teacher required as soon as possible for a period up to Summer 1988. This is a new post and we hope to appoint a candidate *with skills and experience* to complement those of the present staff in a very well-established and successful department. A person offering epertise in three-dimensional and ceramic work would be particularly welcome. The school is a popular mixed 12 to 16 comprehensive in a multi-ethnic community and enjoys considerable parental support.
Outer London Allowance Payable.
Application *forms from and to be returned to Head*teacher by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (10545) 131240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD GRAMMAR/ SECONDARY SCHOOL
Derwent Way, Rainham, Gillingham, Kent ME8 0BX
(A bilateral Grammar-Modern School of 1700 boys aged 11 to 19)
Required in January 1988, a teacher of ART to G.C.S.E. and possibly A Level in a large and lively Department which has excellent facilities. An interest in History of Art would be an advantage.
Whilst a permanent post is available, a temporary appointment for one or two *terms would be considered, if* desired.
Apply to the Headmaster by letter with c.v. and the names of referees.
(22768) 131240

WILTSHIRE
COUNTY COUNCIL
ST. EDMUND'S SCHOOL
Laverstock, Salisbury
Girls' Secondary Modern 11-16 School. 580 on roll
Required for January 1988 a TEACHER OF ART to work within the Design & Living Skills area of the curriculum.
Further details and application form from the Headteacher, Mr T.J. Storer, M.A., at the school (s.a.e. please). Closing date, Friday, 13th November.
Schools Curriculum Award 1987.
An equal opportunities employer, (22519) 131240

Commercial Subjects

Main Scale

WARWICKSHIRE
EXHALL SCHOOL
Ash Green Lane, Coventry CV7 9AH
Required January 1988 a teacher, Main Profes*sional Grade, to work* within the commerce/typewriting department. In 1989 the typewriting option for GCSE and RSA pupils will have been phased out in *favour of* keyboard skills for Information Technology, as part of TVEI.
Apply in the first instance to the Head at the school.
Warwickshire is an equal opportunities employer. (22575) 131840

Computer Studies

Main Scale Incentive B

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/ CHILTERN AREA
BURNHAM GRAMMAR SCHOOL
Hogfair Lane, Burnham SL1 7HF
Tel: Burnham 782854
Headmaster: T. Saunders, M.A.
Required for January, or as soon as possible, experienced and well qualified teacher to take charge of Computer Studies throughout the school. *Ability to offer Geography/* Games would be particularly helpful, but not essential.
Please apply in writing to the Headmaster with full details of experience and the names of 2 referees as soon as possible. Closing date: 13th November 1987.
(22719) 132036

OXFORDSHIRE
COUNTY COUNCIL
FARINGDON SCHOOL
Fernham Road, Faringdon SN7 7LB
11-18 Co-educational Comprehensive School
Required for January 1988 HEAD OF INFORMATION TECHNOLOGY, MPG + £1,002.
This is a new post aiming to combine the overall responsibility for teaching in the Business and Information Studies Area and the Computer Room. This is an opportunity to develop Communications and Computer Aided *Learning across the curricu*lum. Applications are invited therefore from those with experience and expertise particularly in the use of computers.
Application forms and further details about this post available from the School. SAE please.
An Equal Opportunity Employer. (20486) 132036

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
SOUTHMOOR SCHOOL
Ryhope Road, Sunderland SR2 7TF
(Group 12)
Required for January, 1988:- Head of Computer Studies/ Information Technology (Main Scale plus Incentive Allowance B).
A Head of Department is required to work within the 'Faculty' of Communications to develop Computing and Information Technology *throughout the school.*
Application forms are obtainable from the headteacher at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 13th November, 1987. (22572) 132036

Main Scale

NORTH YORKSHIRE
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate HG2 0DZ
Comprehensive, co-educational, 1560 on roll, 11-18
Wanted for January 1988 teacher of COMPUTER STUDIES including GCSE and Advanced level work and *also Information Technology* in other areas of the school.
Main scale post.
Application by letter with full curriculum vitae and names *of two referees to Head*mistress.
If further details required please send a.s.e. Closing date 9.11.87. (22634) 132040

Craft, Design & Technology

Main Scale Incentive B

HAMPSHIRE
THE HURST COMMUNITY SCHOOL
Brimpton Road, Baughurst, Basingstoke RG26 5NL
HEAD OF DEPARTMENT
Main Scale plus Incentive Allowance B
Required for January 1988 or as soon as possible thereafter.
An enthusiastic and experienced teacher to lead the Department and expand its development in relation to new curriculum initiatives including T.V.E., G.C.S.E. and cross curricular links.
Please send s.a.e. for Ap*plication Form and further de*tails.
Closing date for applications - 20th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(10525) 132136

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE WEST SECONDARY SCHOOL
Manor Avenue, Sale M33 5JX
Tel: 061-962 2996
MAIN SCALE + B - HEAD OF TECHNICAL STUDIES
Required from January 1988. Applications are invited form suitably qualified and experienced teachers with a commitment to the teaching of C.D.T.
Application forms available from and returnable to the Head. Closing date 6th November 1987. (22630) 132136

Main Scale

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll: 1393)
Required from January 1988.
Assistant teacher of CDT for this TVEI School. The post would suit a new entrant to the profession. Main Scale plus £1,215 per annum Inner London Allowance.
Apply in writing immediately to the Head Teacher giving full c.v. and the names and addresses of two referees, one of whom should be, where applicable, your present or immediate past employer.
An Equal Opportunity Employer.

PARSLOES MANOR COMPREHENSIVE SCHOOL
Parsloes Avenue, Dagenham, Essex
(Roll: 959)
Required for January 1988.
An enthusiastic and committed teacher of C.D.T. to join a developing department which runs courses from Years 1-5. *Whilst the successful applicant* will be expected to teach throughout the department, it will be particularly useful if they have expertise in either electronics and/or engineering.
Main Scale plus £1,215 per annum Inner London Allowance. Social Priority Schools' allowance payable.
Reimbursement of removal expenses in approved cases.
*Apply in writing immediate*ly to the Head Teacher giving full c.v. and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An Equal Opportunity Employer. (15323) 132140

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
INGRAM BOYS' HIGH SCHOOL
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel: 01-653 0901/3
CDT TEACHER
Required for January 1988 a teacher of CDT to join a small department in a 4 f.e. 11-16 boys' school. An ability to teach all areas of CDT to foundation level with specialist interest in communication and/or realisation to 5th year level is essential.
Salary: Main Grade.
Tenable: January or as soon as possible thereafter.
Further details may be *obtained directly from the* Head Teacher of the school.
Closing date: As soon as possible. (22758) 132140

ENFIELD
LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, *Middlesex EN3 6TW*
Roll 800
Required January 1988, teacher of CRAFT, DESIGN and TECHNOLOGY who is also able to offer some ART.
For details, see under 'ART' MAIN SCALE.
London Allowance, £795.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom completed forms should be returned as soon as possible.
An equal opportunity employer. (22558) 132140

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e. please).
Applications are invited from teachers wishing to Job Share, either individually or as a pair.
Asians and *Afro-Caribbeans* are under represented in this area of the council's work and are therefore particularly encouraged to apply.

SECONDARY
MAIN SCALE + 'D' ALLOWANCE
MUNDELLA COMMUNITY COLLEGE, Wycombe Road, Leicester LE5 0PR. (11-16). NOR 853.
HEAD OF MATHS — Required January 1988 a lively enthusiastic teacher to take charge of mathematics.

MAIN SCALE + 'A' ALLOWANCE
EARL SHILTON COMMUNITY COLLEGE, Heath Lane, Earl Shilton, Leics. (14-16). NOR 722.
P.E. — Required January/April teacher able to offer Boys' Games and *another subject. The 'A' allowance is available for a suitably qualified and* experienced P.E. specialist.

MAIN SCALE
HAMILTON COMMUNITY COLLEGE, Keyham Lane West, Leicester LE5 1RT. (11-16). NOR 723.
P.E. & DANCE — Required 2nd November 1987 a temporary teacher to cover maternity leave.

JOHN ELLIS COMMUNITY COLLEGE, Corporation Road, Leicester LE4 5PW. (11-16). NOR 587.
PE — Required January 1988 an experienced teacher to be Head of P.E. P.E. and games are taught to all ages, and swimming to 1st year pupils. Leisure Activities are offered to 4th and 5th years. An ability to contribute to the Community Programme would be an advantage. A temporary grade B Incentive allowance may be available to suitable applicants.
SCIENCE — Required January 1988 a young, modern department teaching General Science in years 1-3 and some Physics and modular science to GCSE level. All teaching is laboratory based.
HOME ECONOMICS — Required January 1988 for all years of the school up to GCSE level ability to teach another subject may be an advantage.
MATHEMATICS — Required January 1988 a part-time teacher (0.7) to teach throughout the school.
MUSIC — Required January 1988 a part-time teacher (0.6) to teach to years 1-3, who can also take responsibility for choir, band and some instrumentalists.
SCIENCE — Required from Monday 2nd November 1987 a part-time teacher (0.6) to teach General Science in years 1-3, some Biology and modular science to GCSE level in this young modern science department. All teaching is laboratory based.

ROWLEY FIELDS SCHOOL, Lyncote Road, Leicester LE3 2EL. (11-16). NOR 636.
GENERAL EDUCATION — Required January an experienced teacher to develop a course of General Education in the Upper part of the School, in a *cross curricular context and in co-operation with the SEN Dept.*

RUSHEY MEAD SCHOOL, Melton Road, Leicester LE4 7PA.(11-16). NOR 957.
HEAD OF MUSIC — Required January 1988 an enthusiastic and imaginative teacher to take responsibility for the teaching of music in this thriving comprehensive school. There exists ample opportunity for further developing music throughout the curriculum. Music is taught in the core for years 1-3 and as a GCSE option in years 4-5. The school is poised, ready to invest resources into the development of music within the curriculum and is looking for an applicant with vision and energy.

WYCLIFFE COMMUNITY COLLEGE, Hamelin Road, Leicester LE3 1JN (11-16). NOR 498.
ENGLISH AND HUMANITIES — Required January, specialist English *teacher who can also teach integrated humanities, to GCSE level. The* appointee will also be a member of a lower school core-skills team.
Commitment to a tutorial approach to pastoral matters is essential.

UPPINGHAM COMMUNITY COLLEGE, London Road, Uppingham, Leics. LE15 9TJ. (11-16). NOR 480.
MODERN LANGUAGES — Required January 1988 a teacher of French to *be responsible for Modern Languages within the School.*

PRIMARY
MAIN SCALE
BROOKE HILL COUNTY PRIMARY SCHOOL, Brooke Road, Oakham, Leics. NOR 201.
Required January an enthusiatic and versatile teacher with experience across the primary age range in an open plan school, including Nursery. Particular interest in Science and Maths with Art and Display would be an advantage

SPECIAL SCHOOL
MAIN SCALE + 'B' ALLOWANCE
HIGH LEAS SPECIAL SCHOOL, Keyham Lane, Leicester LE5 1FG. NOR 101.
Required January 1988 a second language and *Home/School Liaison* Teacher in this day school for moderate learning difficulties. This post is one of two posts at the school funded under Section 11. It is essential that applicants are fluent in at least one Asian language.

THE MOUNT SCHOOL, "The Mount", Leicester Road, Melton Mowbray, Leics. NOR 45.
Required as soon as possible a suitably qualified and experienced teacher to take charge of a class of children with profound and multiple learning difficulties.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. disabled applicants will be guaranteed an interview if suitably qualified and/or experienced and supported by a recognised agency e.g. a D.R.O.

SECONDARY CRAFT DESIGN & TECHNOLOGY
continued

HAMPSHIRE
BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, *Hants. PO12 2QP*
11-16 mixed Comprehensive - 1570 on roll
Required January 1988 - Main Professional Grade teacher of TEXTILES.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headteacher - s.a.e. please - closing date 12th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from *people* with disabilities.
(10522) 132140

ISLE OF MAN
BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
Ramsey, Isle of Man
11-18 Co-Educational Comprehensive - 793 on roll
TEACHER OF C.D.T. (Main Scale)
Required for January, 1988 or as soon as possible thereafter, with particular *responsibility for Graphical* Communication Courses up to 'A' Level. This is a permanent appointment but a temporary appointment for two terms would be considered.
Letter of application giving full curriculum vitae and the names and addresses of two referees to the Headmaster. The Grammar School, Ramsey, by the 11th November, 1987.
Further information of the post can be obtained by telephoning 0624 813202.
(22666) 132140

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury CT1 1SU
Bi-lateral, co-ed. Group 12
Required January 1988 a teacher of Craft, Design and Technology on the Main Professional Grade.
Temporary appointment on MPG would be considered.
Detailed letter of application with full CV to Mrs Munson, Acting Head Teacher at the school. Further details sent on receipt of SAE.
(22769) 132140

OXFORDSHIRE
COUNTY COUNCIL
FARINGDON SCHOOL
Fernham Road, Faringdon SN7 7LB
11-18 Co-educational Comprehensive School
Required as soon as possible an enthusiastic teacher of CDT to teach across the whole age and ability range, who will also teacher CDT - Technology to GCSE, and have the *opportunity to develop a career* through this established and forward thinking department.
Application forms and further details available from the Headteacher SAE please.
An Equal Opportunity Employer. (20485) 132140

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reades Lane, Sonning Common, Reading RG4 9LN
Group 11 - 960 on roll
Required for January 1988. Teacher to join the Craft, Design, Technology team working within the Design Department.
This post should be of particular interest to teachers who are acquainted with the new G.C.S.E. examinations and who have specialist skills in Wood/Plastics and Technology.
A *Scale A* post would be available for a suitably experienced teacher, but newly qualified teachers are encouraged to apply.
Please apply to the Headteacher for application forms and further details, as soon as possible, enclosing a stamped addressed envelope.
An Equal Opportunities Employer. (22741) 132140

SUFFOLK
COUNTY COUNCIL
BENJAMIN BRITTEN HIGH SCHOOL
Blyford Road, Lowestoft NR32 4PZ
13-18; roll 787
TEACHER OF CRAFT, DESIGN & TECHNOLOGY
Required from the Spring and Summer term 1988, a teacher of CDT to *join a lively team,* teaching up to A level in a TVEI school. A new technology room has recently been installed to support current curriculum development.
Application forms and further details available from the Headteacher at the school concerned (sae) to whom they should be returned. (22778) 132140

BEXLEY
LONDON BOROUGH OF BEXLEY
BEXLEY-ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, Kent DA5 1NE
Tel: Crayford 56538
Required *from January 1988, a graduate to teach Economics* and Business Studies. This is a 4 F.E. Selective School with well developed and popular Economics courses leading to 'O' level (GCSE) and 'A' levels and Business Studies. We are *looking for* a teacher who can share the teaching at all levels. Main Scale.
Assistance with removal expenses, legal fees, etc. can be considered.
Candidates should write to the Head Teacher at the School giving an account of their qualifications and experience, and stating the names and addresses of two referees.
(10556) 132240

Economics & Business Studies

Main Scale Incentive B

HERTFORDSHIRE
HITCHIN BOYS' SCHOOL
Grammar School Walk, *Hitchin, Herts. SG5 1JB*
Tel: 0461/32181
Acting Headteacher: Mr M.D. Avery
Group 10 all ability 11-18, 910 Boys (150 in Sixth Form)
Required for January 1988 a *teacher for* all, or some, of 'A' level Economics/GCSE Economics/GCSE Business Studies. Timetable is negotiable. Part-time appointment acceptable, temporary or permanent.
For further information please apply to the Acting Headteacher. (22643) 132236

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
Headteacher: Mr. M. Cole, B.A.
TEACHER OF BUSINESS STUDIES
Required *from January or* April 1988 or sooner if possible to join an expanding and excellently equipped department. The successful candidate will teach boys and girls across the full age and ability range *and contribute to the teaching* of typing, office practice and some or all of the following - Economics, Social Economics, Data Processing, Shorthand. Main Scale post.
In approved cases, the Coun*ty Council offers* a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the headteacher on receipt of an A5 stamped addressed envelope. (22711) 132240

Main Scale

BERKSHIRE
DENEFIELD SCHOOL
Long Lane, Reading
Required for January 1988 a teacher of Economics (Main Scale).
This subject has been taught at the school with considerable success in the past and a person is sought who, preferably, can take over the 'A' level and GCSE groups.
Please apply direct to the *Headmaster at the school, en*closing a full curriculum vitae detailing two referees and enclosing a stamped, addressed envelope.
Closing date Thursday 12th November.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (22624) 132240

BERKSHIRE
DENEFIELD SCHOOL
Long Lane, Tilehurst, Reading
N.O.R.: 900
Required for January 1988, a full-time teacher (Main Scale) of Economics.
This subject has been taught at the school with considerable success in the past and a person is sought who, preferably, can take over the 'A' level and GCSE groups.
Please apply direct to the Headmaster at the school, enclosing a full curriculum vitae detailing two referees and enclosing a stamped, addressed envelope.
Closing date 12th November.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (22627) 132240

HOUNSLOW
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(Roll: 1325, Sixth Form 130)
Head: Paul M. Grant, B.Sc., Dip. Ed.
Required in January 1988, a MATHEMATICS TEACHER - Main Professional Grade.
A well-qualified and experienced mathematician able to teach a full range of age and ability is required to join a large, and successful department of experienced teachers. A temporary or part time appointment will also be considered.
As part of an extensive building programme to establish a purpose-built school with outstanding facilities for the local community, a new Maths/Science Block was opened in 1986, *comprising* a suite of 8 Maths rooms including two Mathematics laboratories.
A large Mathematics sixth has a good academic record and occasional Courses are taught together with developing City & Guilds 365 courses for 4th and 5th.
The post presents excellent opportunities for career development with School and Community. A commitment to flexible styles of working within a Community School is essential.
All members of staff participate in the pastoral care of pupils and are attached to a Year Team.
Letters of application (no *forms*) *to the Head* within seven days, giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £795 per annum.
We are an Equal Opportunity Employer. (39246) 132240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ARCH BISHOPS CE (AIDED) SECONDARY SCHOOL
St Stevens Hill, Canterbury CT2 7AP
650 on Roll
Required January 1988 or a.s.a.p. thereafter. Teacher to join Department of Computer and Business Studies to teach Business and *Information* Studies, Typing and Business Studies up to and including 'A' level. School is well equipped with modern technology.
Further details and application forms available from the Headteacher to be returned by *the 6th of November 1987.*
(22771) 132240

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL *OPPORTUNITIES* EMPLOYER
All applications will be considered on their merits
RAYNES PARK HIGH SCHOOL
Bushey Road, London SW20 0JL
Tel: 01-946 4112
Head Teacher: Mr J.D. Massey, B.Sc.
Age Range: 13-18 Years
No. on Roll: 700 boys
Required January 1988, TEACHER OF ECONOMICS, To teach main school GCSE (*Southern Examining Group*) and 'A' Level (London).
CLOSING DATE: 13th November 1987.
Application forms and further particulars of the post are available from the Head Teacher at *the above address*. Please enclose a stamped addressed envelope.
(10564) 132240

CYNGOR SIR
DYFED
COUNTY COUNCIL

1. YSGOL GYNRADD CILGERRAN PRIF RADDFA BROFESSIYNOL £7,599 - £13,299
Gwahoddir ceisiadau oddi wrth athrawon profiadol i ddysgu *yn adran y babanod yn yr ysgol uchod. Rhaid i ymgeiswyr* fod yn gwbl rhugl yn y Gymraeg.
Ceir ffurflenni cais ar dderbyn amlen yn dwyn stamp oddi wrth y Swyddog Addysg Rhanbarthol, St. Thomas' Green, *Hwlffordd.* Dylid eu dychwelyd iddo erbyn 6ed Tachwedd, 1987.
Yn eisiau erbyn 1af Ionawr, 1988.

2. YSGOL Y PRESELI, CRYMYCH, SA41 3QH PRIF RADDFA BROFESSIYNOL £7,599 - £13,299
Athro/athrawes i ddysgu CYMRAEG/DRAMA a chynorthwyo gyda chwaraeon merched. Bydd diddordeb yn gweithgareddau'r Urdd yn Fantais.
Ceisiadau trwy lythyr ynghyd â manylion o gymwysterau a phrofiad ac enwau dau ganolwr i'r Prifathro erbyn 6ed Tachwedd, 1987.

W. J. PHILLIPS
Director of Education/Cyfarwyddwr Addysg. 83569

SURREY
EDUCATION COMMITTEE
BISHOP REINDORP SCHOOL
Larch Avenue, Guildford, Surrey GU1 1JY
ECONOMICS SPECIALIST
Main Scale
From January 1988. Initially temporary appointment for 2 *terms in a popular* option subject. Includes 'A' level Sixth Form teaching. Interest in Business Studies would be an added recommendation.
Applications from candidates seeking a part-time appointment will be considered.
Application form and further details from the Headteacher. Tel: Guildford 37373.
(22476) 132240

English

Main Scale Incentive B

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive Mixed; 11-18
Roll: 1280
From: Easter 1988 or earlier if possible Second in the English Department (Main Scale + Allowance B). To assume a wide role in the department including some responsibility for drama.
Relocation grants in approved cases.
Application forms (see *please*) *from the Head Teacher.*
(20356) 132436

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARD'S C OF E. COMPREHENSIVE SCHOOL
London Road, Romford RM7 9NX
Tel: Romford 42809
(Roll 1042 Mixed)
Headteacher: R. Goodier, B.Sc.
Required for April 1988 or earlier if possible, an experienced teacher to become second in English Department (Main Scale plus incentive allowance of £1,002 per annum). *This is a dynamic* and progressive department with mixed ability teaching, 100% course work at GCSE and 43 students studying 'A' Level English.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 17th November 1987. (22499) 132436

SURREY
ST. JOHN'S SCHOOL
Leatherhead
Head of English required for September 1988.
Details Page 61.
(20460) 132436

Main Scale

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll: 1393)
Required from January 1988. Assistant teacher of English for this TVEI School. The post would suit a new entrant to the profession. Main Scale plus £1,215 per annum Inner London Allowance.
Apply in writing immediately to the Head Teacher giving *full c.v.* and the names and addresses of two referees, one of whom should be, where applicable, your present or immediate past employer.
An Equal Opportunity Employer. (15324) 132440

BEDFORDSHIRE
EDUCATION SERVICE
STOPSLEY HIGH SCHOOL
St. Thomas's Road, Luton, *Bedfordshire*
Tel: 412233
Required for January 1988, a teacher of English throughout the school to all levels of ability. Main Scale.
Application forms available *from and returnable* to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunity Employer.
(22541) 132440

BERKSHIRE
ST. BARTHOLOMEW'S MIXED COMPREHENSIVE SCHOOL
Andover Road, Newbury, Berks.
(11-18 Voluntary Controlled)
N.O.R.: 1570, 645 in Sixth Form
Required for January 1988, a well-qualified teacher of English (Main Teacher Scale) to join a strong English team. Some 'A' level work for a suitably *qualified* candidate and an interest in librarianship or magazine production would be welcomed.
Please apply direct to the Headmaster enclosing a C.V. and names and addresses of two referees.
Closing date 16th November 1987.
An Equal Opportunity employer. (22626) 132440

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
(Headteacher: Mr. M. Cole, B.A.)
Required from January or Easter 1988, an English teacher, graduate preferred. *Preference given to candidates* able to teach whole ability range including 'A' level. Main Scale post.
In approved cases, the County Council offers a substantial housing and *relocation package*. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope.
(22713) 132440

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield HP7 1RW
Headteacher: Mr. Stanyon, B.A.
Required for January 1988 full time experienced teacher of English to teach *the* subject to all levels.
Please apply in writing to the Headteacher at the school with full details of experience and the names of 2 referees as soon as possible.
(22705) 132440

ESSEX
ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, Essex IG1 4QS
Tel: 01 554 1995
Head: Miss P. Dixon, B.A. Hons.
Required from end of November 1987 a qualified teacher of ENGLISH and DRAMA to cover a maternity leave absence for the whole of the *Easter Term. Drama* is taught throughout this independent girls' grammar school (420 on roll 100+ in Sixth Form) owned by the Ursulines of the Roman Union and the person appointed will be responsible for this aspect of the English department's work. Fourth Year G.C.S.E. and Third Year English are also required.
Salary: Main Professional Grade with Outer London Allowance.
Please apply immediately by letter to the Head at the School with full c.v. giving names, addresses and telephone numbers of two referees. (20328) 132440

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
Caulfield Road, Shoeburyness SS3 9LL
Tel: Shoeburyness 2986
(Roll 1250)
ENGLISH TEACHER - MAIN GRADE
Required September 1988.
To join lively innovative department. School has excellent reputation in supporting new staff.
Apply by letter a.s.a.p. to Headteacher stating the names and addresses of two referees. Details sent with acknowledgement.
(22478) 132440

HAMPSHIRE
BOHUNT SCHOOL
Longmoor Road, Liphook GU30 7NY
11-16 Comp. Mixed NOR 1078
English: Language and Literature to G.C.S.E. from 1st January 1988.
Application forms and further *details available from the* Headteacher on receipt of s.a.e.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(20362) 132440

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, *Middx. HA1 2JG*
Tel: 01-427 3266
Required for Janury 1988 or as soon as possible thereafter, a teacher of English (M.P.G.) *to join a successful* and enthusiastic department. The successful applicant will be expected to teach across the ability range up to GCSE level. An interest in Media Studies would be welcome, *if not essential*. The school boasts excellent library facilities and the Special Needs department provide individual support with the classroom.
Gayton High School is a forward-looking 12 - 16 comprehensive school for boys of proven academic tradition.
Outer London Allowance *Payable.*
Application forms from and to be returned to The Headteacher by 11 November 1987.
Please *enclose* stamped addressed envelope.
Harrow is an Equal Opportunities Employer.
(10542) 132440

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex RM14 3HS
Voluntary Aided. 6 F.E. mixed. 260 in Sixth Form
Required for January: an able *and experienced* honours graduate in ENGLISH, temporary or permanent Main Grade to teach across the full 11 - 18 age range, with work at G.C.S.E. in both fourth and fifth years, and lower and upper sixth 'A' level work. Willingness to organise the department's work in years 1, 3, in conjunction with the Head of Department, would be an advantage. There is also scope for a teacher to prepare pupils for G.C.S.E. Drama.
Please apply in writing to the Headmaster with full curriculum vitae and the names of two referees.
London Allowance £795. Help with removal expenses in approved cases.
(22483) 132440

HERTFORDSHIRE
SIR JOHN NEWSOM SCHOOL
Oaken Grove, Welwyn Garden City
Tel: (0707) 328431
Required for January or Easter, *1988, a Teacher of* English (Main Scale) for this 11-18 Comprehensive School. Teaching throughout the age and ability range up to 'A' Level.
Generous re-location ex*penses, up to a total of* £4,300 plus mortgage subsidy, payable in approved cases.
Applications by letter, including a curriculum vitae to the Headteacher, Mr V.J. Lindsey, at the School
(22434) 132440

HERTFORDSHIRE
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon EN11 0QF
All ability 11-18. Co-*educational*. Approx. 840 on roll
Required for January 1988 TEACHER OF ENGLISH (Main Grade). This appointment for three days a week, and will last until July 1988, with possibility of subsequent permanence.
The teacher we need will be required to teach English to all abilities up to GCSE standard.
Please apply immediately to the Headmaster with curriculum vitae and names of two referees. (22650) 132440

HERTFORDSHIRE
THE SELE SCHOOL
Welwyn Road, Hertford SG14 2DG
Required for the start of the Spring Term 1988 for the mixed 11-18 *all-ability* school a graduate teacher of English.
The Department is very lively and successful and candidates must be able to give commitment to the full life of the school. Teaching will be *available across the age* and ability range but experience of the Hertfordshire Achievement Project or other LAP schemes will be an advantage.
The Authority operates a generous recruitment incen*tive scheme.*
Salary: Main Scale plus London Fringe Allowance.
Candidates should apply by letter (no forms) to the Headmaster enclosing curriculum vitae, indicating the nature of their extra-curricular interests and give the names and addresses of two referees.
(22645) 132440

HERTFORDSHIRE
THE BROXBOURNE SCHOOL
High Road, Broxbourne, Hertfordshire
11-18 well established *all* ability school of 1130 pupils with over 150 in the Sixth Form
Required for JANUARY 1988 or as soon as possible, a teacher of ENGLISH (Main Professional grade). The department has a long tradition of success to 'A', 'O' and CSE levels and exciting new GCSE courses are established in both language and literature. Activities include major drama productions, *magazine* and frequent theatre visits.
Apply immediately to the Headmaster by letter, giving full curriculum vitae, and quoting two referees.
The Authority operates a *generous recruitment* incentive scheme. (22642) 132440

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI. Comprehensive. Roll approx. 1080. Sixth Form 180 approx.
Re-advertisement
Required for January 1988 temporary Teacher *of* English (Main Scale) with an interest in Special Educational Needs to cover the maternity leave of the present post holder. The person appointed will be expected to teach small groups of children *with moderate* learning difficulties up to GCSE level.
Please apply in writing to the Headteacher giving the names and addresses of two referees.
Closing date: 10th November 1987.
London allowance: £795.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(22470) 132440

SECONDARY ENGLISH
continued

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI. Comprehensive.
Roll approx. 1080. Sixth Form 180
Re-advertisement
Required for January 1988 a well qualified teacher of ENGLISH (Main Scale) to join a very enthusiastic and successful department. The person appointed will be expected to teach the full range of ability including 'A' level.
Please apply in writing to the Headteacher giving the names and addresses of two referees.
Closing date: 10th November 1987.
London allowance: £795.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(22468) 132440

HUMBERSIDE
ENGLISH/DRAMA GRADUATE
(Temp) Main Scale
A qualified graduate is required for the Spring Term only, due to secondment, at John Leggott Sixth Form College, West Common Lane, Scunthorpe, South Humberside DN17 1DS (850 on Roll). You should be able to teach both GCSE and A Level English/English Literature and be able to undertake A Level Theatre Studies.
Application form and further *details from:* Mr K.J.B. Constable, Principal (SAE please).
Closing Date: 16.11.87.
Humberside County Council - working towards Equal Opportunities.
(22463) 132440

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Surbiton, Surrey KT6 7LQ
Tel: 01-397 3854
No. on roll: 979, 11-18 years
For mid-January 1988 TEMPORARY to cover maternity leave, an enterprising teacher of ENGLISH is required for this well-resourced 11-18 *girls'* school. The main teaching duties are in the Lower School with the opportunity to teach some drama.
Main Scale, and London Allowance £795.
Interested applicants should telephone the School for an application form which should be returned by not later than Friday 13th November 1987.
An Equal Opportunities Employer. (15318) 132440

OXFORDSHIRE
COUNTY COUNCIL
THE ICKNIELD SCHOOL & COMMUNITY CENTRE
Love Lane, Watlington, Oxford
Group 10, 11-16, NOR 750
Required from January 1988 a temporary, for two terms in the first instance, specialist teacher of English/Drama.
Creche facilities available.
For further details and application form please write to the Headteacher, enclosing SAE, or Tel: Watlington 2691. Closing date a fortnight after the appearance of this advertisement.
An Equal Opportunity Employer. (20366) 132440

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAEREINION HIGH SCHOOL
(Mixed Comprehensive 11-18 ; 440 pupils)
Required for 1st January, 1988, or as soon as possible thereafter a Teacher of English, Main Scale (Ref: 462). *It would be an advantage if* the applicant could teach some Welsh or French.
Application forms and further particulars obtainable from the Headmaster, Caereinion High School, Llanfair Caereinion, Welshpool, Powys SY21 0HW (s.a.e. please) to whom completed forms should be returned as soon as possible.
The County Council pursues a policy of equality of opportunity. (22454) 132440

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECON HIGH SCHOOL
Required for January, 1988, or as soon as possible thereafter, a well qualified teacher of English to teach up to 'A' level. This is a large and flourishing department and the successful applicant will be expected to share in all aspects of the work and across the ability range. An ability to assist with Drama would be an added recommendation. The post is a permanent, full-time Main Scale appointment. (Ref: 461).
Application forms and further particulars can be obtained *from the Headmaster*, Brecon High School, Penlan, Brecon, Powys LD3 9SR to whom completed forms should be returned as soon as possible.
This is a re-advertisement. Previous applicants will be considered automatically and need not reapply.
The County Council pursues a policy of equality of opportunity. (22453) 132440

SURREY
EDUCATION COMMITTEE
SUNBURY MANOR SCHOOL
Nursery Road, Sunbury-on-Thames, Middlesex
12-16 Mixed Comp. 700 on roll
Required for January 1988, Main Professional Grade. A teacher of ENGLISH to teach all ages in the School up to GCSE level. The post carries the status and responsibility of 2 i/c Department with a special contribution to the *running* and development of the Library.
For further details and an appointment to see the School, please telephone the Headteacher on Tel: Sunbury (0932) 784258.
(10602) 132440

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. 1176 on roll
Required from early in the Spring Term a temporary teacher of ENGLISH to cover a *period of maternity leave.*
Details and application form from the Headteacher, Tel: Ashford (0784) 243824.
(15319) 132440

SURREY
EDUCATION COMMITTEE
THERFIELD SCHOOL
Dilston Road, Leatherhead KT22 7NZ
Tel: Leatherhead (0372) 377661
(12-18 Mixed Comprehensive NOR 1200 including 200 in the Six Form)
English Teacher, preferably with some ability to help with Special Needs preferred. From January 1988.
Application form and further details from Headteacher.
(15317) 132440

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Tel: (0793) 812824
Required for the Spring and Summer terms 1988 at this popular co-educational 11-18 comprehensive school of 1250 pupils.
Temporary full time teacher of English, Main Scale.
If you are interested please telephone Chris Walton, Head of English Department, to discuss the *post at the school in working* hours or at his home during the evening (0793) 814519.
Wiltshire is an equal opportunities employer.
(22583) 132440

Geography

Main Scale Incentive B

HAMPSHIRE
JOHN HUNT OF EVEREST COMMUNITY SCHOOL
Popley Way, Basingstoke
Tel: Basingstoke 465547
(Co-educational, Comprehensive, 11-16, N.O.R. 780)
Required for April 1988 (earlier if possible).
Head of Geography.
Main Scale *plus* Allowance 'B'
S.A.E. for details and application forms.
Closing date: 13th November 1987.
The County Council pursues a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (10546) 132636

LINCOLNSHIRE
CARRES GRAMMAR SCHOOL
Northgate, Sleaford
Group 8 - Roll 599
Required for April 1988 Head of Geography (Main Scale + allowance B).
Enthusiastic and well qualified teacher is sought to lead the department and teach the subject throughout the school.
SAE to Head for form and details. Closing date 16.11.87.
(22605) 132636

Main Scale

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll: 1393)
Required from January 1988. Assistant teacher of Geography for this TVEI School. The post would suit a new entrant to the profession. Main Scale plus £1,215 per annum Inner London Allowance.
Apply in writing immediately to the Head Teacher giving full c.v. and the names and addresses of two referees, one of whom should be, where applicable, your present or immediate employer.
An Equal Opportunity Employer. (15325) 132640

EAST SUSSEX
CLAVERHAM COMMUNITY COLLEGE
Battle TN33 0HT
Comprehensive & Community College, 11-16. Roll: 830
From January: Graduate Teacher of Geography *(Main Scale)* to teach throughout the age range including GCSE work. Applicants must be prepared to undertake field work.
Relocation grants in approved cases.
Application forms (see please) from the Head Teacher.
(22755) 132640

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Uplands, Wadhurst TN5 6BA
Rural mixed comprehensive; 11-18. Roll: 700
From January or April: Teacher of Geography (Main Scale). The Department follows the Schools Council 14-18 Project. 'A' level or C.P.V.E. work available for suitable candidate.
Relocation grants in approved cases.
Application forms (see please) from the Head Teacher.
(22751) 132640

ESSEX
BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, *Brentwood CM14 4JP*
Tel: 0277 (Brentwood) 226482
(Roll 1076)
GEOGRAPHY - MAIN SCALE + London Fringe Allowance
Required January 1988.
To teach throughout age and ability range up to A level. Interest in fieldwork an advantage.
Application forms and further details available from the Headteacher (foolscap s.a.e.).

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
GEOGRAPHY - MAIN SCALE
Required January 1988.
Geography specialist to teach at all levels, in young and lively department.
Rented accommodation possible; generous relocation allowance payable in approved cases; Outer London Fringe allowance.
Apply by letter to the Headmaster with curriculum vitae *and names of two referees* (s.a.e. please). (22480) 132640

HAMPSHIRE
ALL HALLOWS R.C. (S.A.) SCHOOL
Weybourne Road, Farnham, Surrey GU9 9HF
Comprehensive Mixed 11-18. N.O.R. 1,000
Required for January 1988, Main Scale.
2 Teachers of Geography.
1. Teacher of Geography/*Economics* to teach Geography and/or Economics throughout the School up to and including 'A' level.
2. Part-time (0.5) Geography teacher to assist with Geography teaching throughout the School.
Please apply as soon as possible to the Headteacher by letter nominating two referees and enclosing an s.a.e. for details.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (22490) 132640

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI. Comprehensive. Roll approx. 1080. Sixth Form 180 approx.
Re-advertisement.
Required for January 1988 a temporary teacher of Geography (Main Scale) to cover the maternity leave of the present post holder. The Geography department is lively and progressive and members work closely together.
The person appointed will be expected to teach Years 1-5 including the GCSE Avery Hill Course and to contribute to the general work of the department.
Please apply in writing to the Headteacher giving the names and addresses of two referees.
Closing date: 10th November 1987.
London allowance: £795.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(22469) 132640

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
All applicants will be considered on the basis of suitability for the post regardless of sex, race or disability
PLESSINGTON HIGH SCHOOL
Old Chester Road, Bebington, Wirral L63 7LF
Required from 9th *November* 1987 to cover a permanent teacher on Maternity leave FULL-TIME TEMPORARY TEACHER (MAIN SCALE) to teach GEOGRAPHY to 'A' level and G.C.S.E.
Apply by letter to the Headmaster as soon as possible, enclosing full C.V. and the name and addresses of two referees. (22728) 132640

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDDUCATIONAL SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hall Road, Huddersfield HD2 1DJ
Ref: 1118
Required for the Spring term only a temporary teacher of GEOGRAPHY to teach throughout the age range in this 11-16 mixed multi-cultural comprehensive school.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and *further details (SAFE* please) from the headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be sent to all applicants.
(22673) 132640

TAMESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SOCIALISM AT WORK
SECONDARY VACANCIES
FAIRFIELD COUNTY HIGH SCHOOL
Fairfield Avenue, Droylsden M35 6AB
(11-16 Girls Comprehensive)
Mrs C.M. Fields, B.A., M.Ed., Head Teacher
Required *from* 1st January 1988 a temporary, part-time MAIN SCALE TEACHER OF GEOGRAPHY to teach up to G.C.S.E. level, an ability to teach Mathematics to 1st year pupils would be an advantage.
Application *forms* available from and returnable to the Head Teacher at the School.
Closing date for both applications: 11th November 1987.
An Equal Opportunity Employer. (34491) 132640

History

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Bedfordshire
Tel: 597125
Required for 2nd November 1987, temporary to cover maternity leave, a teacher of *History/Economics to GCSE* level. Main Scale.
Application forms available from and returnable to the Headmistress. S.A.E. please.
Closing date 13th November 1987.
Bedfordshire is an Equal Opportunties Employer.
(22547) 132840

BEXLEY
LONDON BOROUGH OF BEXLEY
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Dartford 348231/6
Roll 1600 (6th Form 200)
Established 1967 - Bilateral, *Co-educational*
Required for January 1988, a teacher of History, Main Scale. Examination work for GCSE and 'A' Level for suitable candidate.
Further details and application forms obtainable from the Headmaster. (Please enclose foolscap s.a.e.).
(10557) 132840

SHROPSHIRE
OLDBURY WELLS SCHOOL
Bridgnorth, Shropshire WV16 5JD
11-18 Mixed Comprehensive
Required for January 1988 a teacher of HISTORY, temporary for two terms in the first instance. Knowledge of Schools History Project essential; ability to teach to A Level an advantage.
Application forms and further details available from the Head (SAE).
(22675) 132840

SURREY
EDUCATION COMMITTEE
RYDEN SCHOOL
Hersham Road, Walton-on-Thames, Surrey KT12 5PY
12-18 Mixed Comp. 1200 on roll including 150 in Sixth Form
Required for January 1988 or as soon as possible thereafter a teacher of GCSE History (British) and Religious Education to Junior forms.
Application forms and further details from the Headteacher. Tel: 0932 242994.
(20368) 132840

SURREY
EDUCATION COMMITTEE
MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middx TW18 3HJ
Tel: Staines 54320
12-16 mixed comprehensive. *NOR 633*
Main Scale Post £7,599 - £13,299
Required as soon as possible a well qualified specialist History teacher to join enthusiastic and progressive department, M.P.G. Experience of the schools' History project at G.C.S.E. level would be an advantage.
The successful candidate would also be required to teach lower school Humanities across the ability range.
Application forms and further details available from the Headmaster. (20372) 132840

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough, Wiltshire SN8 4AX
Mixed Comprehensive School 11-18 N.O.R. 1231
Headmaster: Mr. John T. Price, M.A.
Main Grade Teacher of *History and Geography* required to cover Maternity Leave from November 16th, 1987.
History Teaching to GCSE level and Geography *in years 1 and 2.*
Letters of application to the Headmaster at the above address giving detail of experience and the names of two referees. Closing date Monday 9th November 1987.
AN EQUAL OPPORTUNITY EMPLOYER.
(22521) 132840

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A large stamped addressed envelope should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS
Primary
Exeter Stoke Hill Middle (8-12 yrs) School, Stoke Hill, Exeter. EX4 7DP (Roll 375)
Deputy Head Teacher - Group 6 Re-Advertisement (Amended Group)
Required April 1988 an enthusiastic and capable teacher with a lively interest in curricular and other current educational issues, and able to extend high ability children. Leadership skills in Mathematics or Music may also be an advantage but candidates with other specific curriculum strengths will be considered. Closing date 13 November 1987.

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MAIN SCALE
Secondary
Barnstaple, Pilton Community College, Chaddiford Lane, Barnstaple. EX31 1RB (Roll 1,263)
Main Scale Mathematics
Required January 1988 a Mathematics specialist to teach across the full age and ability range in this 11-16 co-educational comprehensive school. Closing date 13 November 1987.

Bideford School and Community College, Abbotsham Road, Bideford. EX39 3DG (Roll 1350)
Main Scale + £1002 School Counsellor
Required January 1988 or as soon as possible thereafter a fully qualified and experienced School Counsellor for this large 11-18 mixed Comprehensive School. Duties include casework, liaison with outside agencies and involvement in the school PSME programme. Closing date 13 November 1987.

Exmouth Community Gipsy Lane, Exmouth, EX8 3AF (Roll 2138)
Main Scale French and/or German Temporary
Required January 1988 for two terms only full or part time teachers of French and/or German up to GCSE with A Level work available in both subjects for suitably qualified applicants. Closing date 13 November 1987.

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MAIN SCALE
Primary
Aveton Gifford Primary School, Aveton Gifford, Kingsbridge. TQ7 4LB (Roll 53)
Main Scale Upper Infants/Lower Juniors
Required January 1988 if possible an experienced teacher for Upper Infant/Lower Junior class. Particular interest in communication skills and craftwork an advantage. Closing date 13 November 1987.

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MAIN SCALE
Special
Exeter Ellen Tinkham School, Hollow Lane, Exeter. EX1 3RW (Roll 60)
Senior Special Care Re-Advertisement
Required January 1988 a teacher to work with pupils experiencing severe learning difficulties. He/she will be responsible for the curriculum and teaching programmes carried out within this class. The group consists of 6-8 pupils all of whom have multiple handicaps. Closing date 13 November 1987.

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OTHER POSTS
East Devon Area
Peripatetic Nursery Teacher
Main Scale
Required January 1988. Applicants should be qualified and/or experienced Nursery Teachers who have their own car and a current driving licence. The person appointed will be responsible to the Headteachers for the running of nursery groups attached to Cowick First and St Sidwell's combined schools in Exeter.
Application forms and further details obtainable from (see required) and returnable to the Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU.
Closing Date: 13th November 1987.

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

Home Economics

Main Scale Incentive B

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWHAM SCHOOL
Warden Hill Road, Luton, Bedfordshire
Tel: 597125
Required for January 1988, Head of Home Economics. Well established courses in Food Studies, Textiles and Child Development. Main Scale plus B allowance.
Application forms available from and returnable to the Headmistress. Closing date 13th November 1987.
Bedfordshire is an Equal Opportunities Employer. (22546) 133036

SHROPSHIRE
WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford
Head of Home Economics Department (Allowance B £1002) to be responsible for Home Economics, Textiles, Child Care and to forge strong links with the C.D.T. Dept.
Application forms and details from the Head (SAE). Closing date 16 November 1987.
(22779) 133036

Main Scale

HAMPSHIRE
KING'S SCHOOL
Romsey Road, Winchester
11-16 comp. mixed. NOR 1054
Home Economics: Main Scale, from 1st January 1988.
Application forms and further details available from the Headteacher upon receipt of s.a.e.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(20363) 133040

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hall Road, Huddersfield HD2 1DJ
Ref: 1119
Required for January 1988 two temporary teachers in this 11-16 mixed multi-cultural comprehensive school.
POST A: Teacher of HOME ECONOMICS throughout the ability range (Home Economics, Child Care, Textiles), the post is temporary for the Spring Terms only.
POST B: Teacher of TEXTILES. There will be the opportunity for some Home Economics teaching. The *post is available for two terms only.*
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be supplied to all applicants.
(22746) 133040

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield, Herts. AL9 7BN
Required for January, 1988, a well qualified teacher of HOME ECONOMICS (Main Scale) to teach the subject *throughout the school.*
GCSE courses are run in Home Economics and Child Development. The subject is offered at 'A' level.
Letters of application to the Head at the School together with a full C.V. and the names and addresses of 2 referees.
(22639) 133040

SOUTH GLAMORGAN
COUNTY COUNCIL
FITZALAN HIGH SCHOOL
Cardiff
11-18 (Comprehensive) 12 Form Entry
HOME ECONOMICS: MAIN SCALE
Required for January, 1988, an energetic committed teacher is required to teach home economics across the ability and age range from years 1-6. The Department has a long history of success and we are looking for a colleague to join a successful team. The post is temporary *for two terms. Further particulars on request.*
Application forms may be obtained on receipt of a stamped addressed foolscap envelope *from* The Director of Education, Education Offices, Kingsway, Cardiff *CF1 4JG, to whom applications* should be returned within 10 days of the appearance of this advertisement.
Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.
(22613) 133040

Humanities

Main Scale

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middlesex EN1 3HQ
Roll 860
Required as soon as possible, until end of academic year, TEMPORARY TEACHER OF HUMANITIES.
The successful applicant will be required to teach a substantial amount of Religious Education but involvement in the School's P.S.E. and T.V.E.I. Programme will also be part of the timetable.
Chace School became co-educational in September 1985. The school is situated in a popular residential area in the Northern part of Enfield close to Green Belt and enjoys a good reputation with local residents.
London Allowance, £795.
Applications to the Headmaster, by letter with the names of two referees, as soon as possible.
An equal opportunity employer. (22551) 133240

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield, Herts. AL9 7BN
Required for January for two terms to cover maternity *leave a teacher with good,* all-round skills to teach HUMANITIES (Main Scale). The candidate should have a particular interest in either HISTORY, R.E., SOCIAL STUDIES.
Generous relocation expenses up *to a maximum of* £4,300, including mortgage subsidy, in approved cases.
Please contact the school for further particulars and application form.
(22637) 133240

CYNGOR SIR DE MORGANNWG
YSGOL GYFAN GYMRAEG GLANTAF, CAERDYDD
(11-18, 1,000 a ddisgyblion)

Yn eisiau ar gyfer Tachwedd 16, 1987 neu cyn gynted â phosib ar ôl hynny Athro/Athrawes i ddysgu **FFRANGEG** drwy'r ysgol hyd at lefel A. Swydd dros dro o ddydd i ddydd yn ystod cyfnod mamolaeth yr athrawes. PRIF RADDFA.

Bydd ffurflenni cais ar gael drwy ddanfon amlen hunan gyfeiriedig i'r cyfeiriad isod. Dylid dychwelwyd y ffurflenni cais o fewn 10 diwrnod ar ôl ymddangosiad yr hysbyseb yn y Wasg:–

Mr D Orrell
Cyfarwyddwr Addysg
Swyddfa Addysg
Ffordd y Brenin
Caerdydd
CF1 4JG

Mathematics

Main Scale Incentive D

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE ELGAR HIGH SCHOOL
Bilford Road, Worcester WR3 8HN
HEAD OF MATHEMATICS
Main Scale plus incentive allowance D
Required from April 1988, or January if possible, an energetic and well-qualified lead for a team of seven, working in *new purpose-built* accommodation at this 11-16 High School. Our first comprehensive intake will take GCSE in Summer 1988.
Apply with C.V. to the *Headmaster.*
(22449) 133432

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts. HP1 1TX
950 mixed (150 in VIth Form)
HEAD OF MATHEMATICS
Required for Summer Term, 1988. The Department is well-qualified, innovative and enthusiastic. Good management skills coupled with a considerable degree of Mathematical talent are the most important qualities we are looking for. Relocation allowances available.
Further particulars from and applications to the Headmaster. (22502) 133432

Main Scale Incentive B

SHROPSHIRE
NEW COLLEGE
Please see main advertisement under Sixth Form Colleges.
(22677) 133436

STAFFORDSHIRE
WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth B77 5HA
Required for April or September, 1988, well qualified graduate for MATHEMATICS 11-18 SMP approach; sixth *form experience important:* new buildings 1989 (Main Scale plus Incentive Allowance B).
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (22537) 133436

STAFFORDSHIRE
BELGRAVE HIGH SCHOOL
Birds Bush Road, Belgrave, Tamworth
Applications are invited for the post of DEPUTY HEAD OF MATHEMATICS faculty (Main Scale plus Incentive Allowance B) at this 11-18 mixed high school which has approximately 900 pupils. Applicants should have the qualifications and experience to teach the subject to all levels including 'A' level.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (22534) 133436

Main Scale Incentive A

HERTFORDSHIRE
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Roll: 900 mixed all ability
Required January, an enthusiastic and committed MATHEMATICS teacher (Main Scale + Allowance A + London fringe allowance £309) to join a successful and forward looking department.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Relocation expenses payable to approved cases.
(22619) 133438

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Dunstable, Bedfordshire LU5 6NX
Tel: Toddington 3836
Required for January 1988 a full-time, main scale, experienced Mathematician who is required to teach the full age and ability range up to 'A' Level.
The successful applicant will have the opportunity to join a thriving and progressive department.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is An Equal Opportunity Employer.
(22544) 133440

BERKSHIRE
EDGEBARROW SCHOOL
Sandhurst Road, Crowthorne
Required for January 1988 or as soon as possible a teacher of mathematics (MAIN SCALE) for this mixed 11-18 Comprehensive School of 870 pupils.
Part-time applicants will be considered.
Please apply by letter to the Headteacher with C.V. and names and addresses of 2 referees.
Closing date 9th November 1987.
An Equal Opportunity Employer. (22632) 133440

BEXLEY
LONDON BOROUGH OF BEXLEY
BEXLEY/ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley DA5 1NE
Tel: 0322 56538
Required for January 1988, teacher of MATHEMATICS. This post, which is intended to be full time but could possibly be part time would be for two terms but could become permanent for a suitably qualified candidate. *Main Scale.*
This is a 4 f.e. selective school teaching the SMP scheme from Year 1 to Year 7 and we hope to appoint someone who could teach to a wide range of classes.
Applications should be made by letter to the Headmaster giving details of qualifications and experience and the names and addresses of two referees.
(10555) 133440

BOLTON
METROPOLITAN BOROUGH
(An equal opportunity employer)
RIVINGTON AND BLACKROD SCHOOL
Rivington Lane, Horwich, Bolton BL6 7RU
(11-18)
MATHS - TEMPORARY TEACHER - MAIN SCALE
Required from 1 January 1988 until 31 July 1988.
Application forms available from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW, to be returned to the Head Teacher by 11 November 1987.
(22461) 133440

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
MONKS HILL HIGH (M) SCHOOL
Farnborough Avenue, South Croydon CR2 8HD
Tel: 01-657 8935/6
TEACHER OF MATHEMATICS
We need a Teacher *of* Mathematics for January 1988. The timetable will cover the full age and ability range.
The department uses the IMS Scheme. It is involved *in GAIM and has developed* a great deal of exciting investigational work.
We are looking for a teacher who is willing to contribute enthusiastically in this work, and who will strive hard to maintain high standards of work and behaviour both inside and outside the classroom.
Salary: Main Grade.
Tenable: January, 1988.
Please apply to Headmaster, Monks Hill High School, Farnborough Avenue, South Croydon CR2 8HD. (22760) 133440

DEVON
Please see main advertisement on Page 53. (22658) 133440

EALING
LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Co-educational comprehensive 12-19 age range
Required for January or April 1988 a well qualified teacher of MATHEMATICS. The Department is a lively one and there is a wide range of ability with strong 'A' level classes. An enthusiastic first appointment would be welcomed.
Main salary scale *plus* £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms from Head (SAE) to be returned by 13th November 1987.
Ealing Council welcomes ap*plications from all regardless of sex, race, ethnic origin; responsibility for dependants, from people with disabilities and from lesbians and gay men.*
(10531) 133440

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells
(Voluntary Aided Grammar School of 680 boys; 180 in Sixth Form)
Required for January 1988: a Graduate to teach MATHEMATICS throughout the School to 'A' level, where assistance with either Mechanics or Statistics would be welcome. An interest in School activities will be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG enclosing curriculum vitae, stating *interests* and naming two referees.

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EU
Number on Roll: 1130 6th Form 180
Required for January 1988 or as soon as possible a teacher of Mathematics. A strong Mathematics Department has 60 students taking the subject to Advanced Level. The successful candidate will be expected to teach to GCSE level and a full share of advanced work will be available.
Applications for a temporary appointment from January 1988 or for permanent part-time appointments would also be considered.
Main salary scale plus £1,315 London Allowance.
Please send brief CV with SAE and names of two referees to the Head at the school from whom application forms and further details can be obtained.
Closing date 20 November 1987.
Relocation expenses payable for permanent full-time appointment subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, *ethnic* origin, responsibility for dependants, disabilities and from lesbians and gay men.
(22681) 133440

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD CHACE SCHOOL
Holly Walk, Enfield, Middlesex EN2 6QG
Roll 1130
Required January 1988, teacher of MATHEMATICS to join a lively and enthusiastic Department and to teach across the full age and ability range. Opportunity to teach to 'A' *level available for* suitable candidate (some 30 girls are currently studying 'A' level in the Sixth Form).
Enfield Chace School is situated in pleasant grounds near the centre of Enfield town with easy access to the M25 and A10.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from the Headmistress, at the school to whom they should be returned as soon as possible.
An equal opportunity employer. (22553) 133440

HILLINGDON
LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge UB10 8AB
Number on roll: 901, 147 in Sixth Form
Headteacher: D.C. Best, M.A., F.R.S.A., J.P.
Required January 1988, part-time 0.5 teacher for MATHEMATICS to take classes up to G.C.S.E. level. The I.M.S. Scheme is in use but is being replaced by S.M.P.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: Monday 9 November 1987.
Outer London Allowance Payable.
(22505) 133440

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road, *Hayes UB3 2SE*
Number on roll: 905, 77 in Sixth Form
Headteacher: P.R. Lawrence, B.Sc.
Required for January 1988 a full or part-time well-qualified teacher of Mathematics to join a team of 7 staff in this 11-18 mixed comprehensive school.
The department is based in its own suite of rooms and is well equipped for all the courses it teaches.
In years 1-3, SMP 11-16 is used. The LEAG GCSE *is followed in years 4* and 5. 'A' Level students study for the London Syllabus B examination. Support is provided for CPVE and C&G 365 courses.
The person appointed will be expected to play a full part in the running of the department, the development of new courses and the forging of TVEI and cross curricular links. Applicants from students seeking a *first teaching* post will be welcomed.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees.
Outer London Allowance Payable.
(22503) 133440

SURREY
EDUCATION COMMITTEE
SONDES PARK SCHOOL
West Bank, Dorking RH4 4DG
Tel: Dorking (0306) 887337
(NOR 721, includes 95 in Sixth Form)
Required from January 1988 or as soon as possible thereafter, a Main Professional Grade Teacher of Mathematics. Required to teach across the age and ability range in a strong department. 'A' Level teaching available for suitable candidate in the future.

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Tel. 01-946 2208
Head Teacher: Mrs D.E. Kay, B.A., Dip.Ed., M.Sc., LTCL
Age Range: 13-18 years
No. on Roll: 700 *girls* of whom 155 are in the 6th Form
Required for 1st January 1988, a well-qualified TEACHER OF MATHEMATICS - main professional grade - to join a strong and enthusiastic department. Applicants would be expected to teach across the full age and ability range.
Closing date: *13th November* 1987.
Application forms and further particulars of the post available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(10561)

OXFORDSHIRE
COUNTY COUNCIL
THE ICKNIELD SCHOOL AND COMMUNITY CENTRE
Love Lane, Watlington, Oxford
Group 10, 11-16, NOR 750
Required from January 1988 *temporary, for two terms* in the first instance, a teacher of Mathematics.
Creche facilities available.
For further details and application forms please write to the Headteacher, enclosing SAE, or Tel: Watlington ...
Closing date a fortnight after the appearance of this advertisement.
An Equal Opportunity Employer. (20365)

SANDWELL
METROPOLITAN BOROUGH COUNCIL
DARTMOUTH HIGH SCHOOL
(11-18 Comprehensive)
MATHEMATICS - main scale
The teacher appointed will teach up to GCSE in a well resourced department which has recently introduced SMP.
Apply immediately by letter stating full curriculum vitae and the names and addresses of two referees to the Head Teacher, Wilderness Lane, Great Barr, Birmingham.
An equal opportunities employer.
Canvassing of members *of the authority will* disqualify. (22427)

Modern Languages

Main Scale Incentive B

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BURNHAM COUNTY SECONDARY SCHOOL
Opendale Road, Burnham ... 7LZ
Headteacher: G.M. Edes ...
Required for January ... Head of French within ... Humanities Faculty, to ... GCSE level, and to ... actively in ... of Life ... course leadership, ... vocational *Education* ... rary organisation. Curri... development experience ... interest in education ... the classroom will be ... tant assets. This is a temp... post for 2 terms until the ... of the summer term.
Please apply to the ... teacher at the school with ... c.v. and the names of ... referees as soon as possi...
(22731)

HERTFORDSHIRE
THE SELE SCHOOL
Welwyn Road, Hertford SG14 2DG
Required for January 1988 ... *as soon as possible* thereafter ... an experienced and enthusias... tic graduate to be Head of ... MODERN LANGUAGES ... partment at this mixed, ... ability 11-18 school. Candi... dates should be able to offer French and/or German to ... 'A' level.
The school has established ... successful exchange links ... the person appointed would ... expected to develop ... further.
Apply to Headmaster at ... *School (no forms) giving* ... curriculum vitae; indicating ... extra curricular interests ... the names and addresses ... referees.
Salary Main Scale + ... allowance (old Scale 3 equiva... lent) + London Fringe Allo... wance.
The Authority operates ... generous recruitment scheme ...
(22649)

Main Scale

DEVON

SECONDARY MODERN LANGUAGES
continued

AVON COUNTY
PEN PARK GIRLS' SCHOOL
Pen Park Road, Southmead, Bristol BS10 6BP
Required from 1st January 1988, a teacher of French with Spanish to cover maternity leave. Fixed Term Contract to *10th April 1988. This post is* available on a supply basis as from 9th November 1987.
Letters of application to the Headteacher as soon as possible giving full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (19998) 133640

BEDFORDSHIRE
EDUCATION SERVICE
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford MK41 7PZ
Tel: Bedford (0234) 50612
Required for January 1988, a full-time, Main Scale, teacher for French up to A-Level.
Well established exchange *links. Good facilities.* Important curriculum developments involving languages and business are taking place in this TVEI school.
This is a temporary post to 31st August 1988.
How to Apply: Application forms *and further details* from the Headmaster, SAE please. Please apply immediately by letter enclosing a full CV and the names and addresses of two referees. (22486) 133640

BEXLEY
LONDON BOROUGH OF BEXLEY
BEXLEY/ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley DA5 1NE
Tel: Crayford 56538
Required for January, a part-time teacher of German, to take classes in the 3rd Year, 4th Year and 5th Year, preparing boys for GCSE.
Application should be made by letter to the Headmaster giving full details of qualifica*tions and experience and stat*ing the names and addresses of two referees. (10558) 133640

BOLTON
METROPOLITAN BOROUGH
(An equal opportunity employer)
SMITHILLS SCHOOL
Smithills Dean Rd., Bolton BL1 6JS
(11-16)
GERMAN - TEMPORARY TEACHER - MAIN SCALE
Required from 1 January 1988 until 31 August 1988.
Application forms available from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW, to be returned to the Head Teacher at the school by 9 November 1987.
(22460) 133640

DORSET
PORTCHESTER SCHOOL
Harewood Avenue, Bournemouth BH7 6NZ
(Boys Bilateral, 11-16)
Required for January 1988, a teacher of French and German, able to contribute courses in both subjects up to G.C.S.E. level; Main Scale.
Apply immediately by letter to the Headmaster giving full c.v. and the names and addresses of two referees.
(10567) 133640

DORSET
FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown, Wimborne BH22 9EY
Required January 1988 teacher of French (Main Scale) for 2 terms. An ability to offer German would be an advantage but is not essential.
Apply by letter to Headteacher giving full c.v. and the *names and addresses of* two professional referees, as soon as possible.
(10565) 133640

EALING
LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex UB5 4HR
Required for January or April 1988 a well qualified and enthusiastic teacher of German and French to join a forward-looking department and to teach GCSE level; 'A' level teaching is available for a suitable candidate. Applications welcomed from candidates able to offer other additional languages.
£1,215 London Allowance.
Main Professional Grade.
Application forms from the Head (SAE) to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10527) 133640

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1400)
MODERN LANGUAGES TEACHER - MAIN SCALE
Required January 1988.
German specialist to join well established department. (State second language).
Outer London Fringe; rented accommodation possible. Generous relocation allowance payable in approved cases.
Apply by letter to Headmaster with curriculum vitae and names of two referees (s.a.e. please).
(22477) 133640

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner HA5 5RP
Tel: 01-863 0877/8
Required for January 1988 a teacher of Modern Languages able to offer French across the age and ability range and some German to the lower school.
Nower Hill is a highly successful 12-16 mixed comprehensive school situated in the pleasant outer London suburb of Pinner. The modern languages department is one of the largest departments with both French and German proving popular options for GCSE. All pupils study French up to Year 14 and in Year 14 all pupils do one year German.
The successful applicant will join a friendly and enthusiastic team committed to broad-based teaching approaches which emphasise oral/aural skills.
*Outer London Allo*wance Payable.
Application forms from and to be returned to The Headteacher, by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer.
(10543) 133640

HAVERING
LONDON BOROUGH OF HAVERING
HAROLD HILL COMMUNITY SCHOOL
Noak Hill Centre, Noak Hill Road, Romford,
(Roll 1011 Mixed)
Weald Centre, Settle Road, Romford
Tel: Ingrebourne 71331
Principal: Peter Maher
Required for January 1988 a dedicated and committed Modern Languages Teacher, Main Scale, to join this enthusiastic and forward looking Department. The post, whilst being negotiable to suit the skills and interests of successful applicant, currently involves teaching German to GCSE Level and French to Lower *School pupils. This post will be* very suitable for applicants looking for part-time employment or to job share; with ideally located play group facilities. This post may be particularly attractive to those returning to the profession.
Harold Hill Community School is a newly formed 11-16 Comprehensive School and provides an exciting and interesting professional challenge.
Letters of application enclosing full curriculum vitae *and the names of two referees* should be sent to the Principal by 14th November 1987. Candidates interested in preliminary discussion should feel free to contact the Head of Modern Languages, Yvonne Cowpland. (22498) 133640

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield, Herts. AL9 7BN
Required for January 1988, a teacher of FRENCH and/or GERMAN (*Main Scale*) able to teach throughout the age and ability range.
'A' level courses are offered in both languages.
Generous relocation expenses up to a maximum of £4,300, including mortgage *subsidy, in approved cases.*
Letters of application to the Head at the School together with a full C.V. and the names and addresses of 2 referees.
(22638) 133640

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Tonbridge, Kent TN12 6LT
8 Form Entry, Group 11, 11-18 Co-ed. Comprehensive (Roll 1320)
MODERN LANGUAGES - FRENCH and GERMAN (MAIN SCALE)
Required for Janaury 1988, Graduate linguist to teach French and German to *G.C.S.E. level. French* OR German to 'A' Level an advantage. Well equipped popular school in favoured area. Newly qualified applicants welcomed.
Letters of application to the Headmaster, naming two professional referees and CV s.a.e. please. (22773) 133640

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
RE-ADVERTISEMENT
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI. Comprehensive
Roll approx. 1080. Sixth Form 180
Required for January 1988, a temporary (Main Scale) (2 terms) post for an enthusiastic graduate teacher of French and Spanish to join a large well-resourced and successful department.
Applicants should have a lively interest in the current trends in Language teaching and a sympathy with the *School's mixed ability teaching* policy. Interest in participating in foreign visits and exchanges would be a recommendation. Ability to teach at all levels and 'A' level is essential.
Please apply in writing to *the Headmistress giving the* names and addresses of two referees.
Closing date 10.11.87.
London Allowance: £795 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(22465) 133640

NORTH YORKSHIRE
SKIPTON GIRLS' HIGH SCHOOL
Gargrave Road, Skipton, North Yorkshire BD23 1QL
Tel: 0756 2115
(Group 9)
Selective girls' school (124 in sixth form) 11-18
Required for January 1988, an enthusiastic and well qualified teacher of GERMAN (with some French), Main Scale, to take responsibility for German in the Modern Languages Department, including 'A' Level. The school is situated at the gateway to the Yorkshire Dales National Park and has well established links with Simbach in Bavaria.
Application forms *from the* Headmistress (sae please) to *whom they should be returned* by 6th November 1987.
(22437) 133640

NORTH YORKSHIRE
SOUTH CRAVEN SCHOOL
Holme Lane, Crosshills, Via Keighley, West Yorkshire
Tel: Crosshills 32861
Required for the 1 January 1988, a teacher to be responsible for RUSSIAN throughout the school including 'A' level (Main Scale), and additionally to teach either French or German.
Apply to the Headmaster at the school for details a.s.a.p. (SAE please).

SETTLE HIGH SCHOOL
Settle, North Yorkshire BD24 0AU
Required, a full time teacher of FRENCH (Main Scale) to teach GCSE and preferably 'A' *level French from the 1st January* 1988, initially for two terms.
Some teaching, probably part-time, will be available from September 1988.
Please contact the Headmaster at the school on Tel: 072-92 2451 *and by letter sending a* full c.v. a.s.a.p.
(22633) 133640

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATON COMMITTEE
BREEZE HILL SECONDARY SCHOOL
Roxbury Avenue, Salem, Oldham OL4 5JE
GERMAN TEACHER
(Main Scale)
Required for January 1988, to teach up to GCSE level. The ability to offer Lower School French would be an advantage.
This post is temporary to *31st August, 1988.*
Please apply by letter including full c.v. and names and addresses of two referees to the Head at the school as soon as possible.
An Equal Opportunity Employer. Assistance with Local Authority Housing available. (22668) 133640

ROME
St. George's English School seeks Modern Languages teacher - please see Overseas Section. (16563) 133640

SANDWELL
METROPOLITAN BOROUGH COUNCIL
WILLINGSWORTH HIGH SCHOOL
(11-16 Comprehensive)
Required as soon as possible.
MODERN LANGUAGES - main scale.
French. Ability to offer German an advantage. Part time considered. Temporary during long term leave of absence.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Gospel Oak Road, Tipton, West Midlands.
An equal opportunity employer.
Canvassing of members of the authority will disqualify. (22428) 133640

SUFFOLK
COUNTY COUNCIL
BUNGAY HIGH SCHOOL
Queen's Road, Bungay NR35 1RW
13-18; Group 11 with a distinguished Sixth Form
Required for January 1988 or as soon as possible thereafter, a teacher of GERMAN with FRENCH, Main Scale. Teachers in the *department enjoy a high* degree of autonomy and will have the opportunity to develop new ideas. The School is pleasantly situated and the department is both thriving and well-equipped.
Letters of application should be sent to the Headteacher of the School; full details together with application forms will be forwarded on receipt of an s.a.e. (10536) 133640

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
THORNHILL SCHOOL
Thornholme Road, Sunderland SR2 7NA
(Group 13)
1. Required for January, 1988:-
Teacher of Modern Languages (Main Scale).
2. Required for January, 1988, or earlier if possible:-
Teacher of Modern languages and General Subjects (Main Scale).
Application forms for the above posts are obtainable from the headteacher at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 13th November, 1987. (22571) 133640

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Tel: 01-647 2380
(11-18 Selective. Approx. 710 on Roll)
MODERN LANGUAGES - MAIN SCALE
Required January 1988, a Teacher of FRENCH and GERMAN to GCSE and possibly of some 'A' level in German. There is a new Language Laboratory - This is a TVEI school, and the importance of language in business is emphasised.
Apply by letter to the Headteacher, enclosing c.v. and names and addresses of two referees.
An Equal Opportunity Employer. (20374) 133640

WEST SUSSEX
MODERN LANGUAGES TEACHER (FRENCH)
BISHOP LUFFA C.E. SCHOOL
Chichester
Salary: Main Scale
Required from January or Easter 1988 a well-qualified graduate to join a lively Department committed to the communicative approach to Languages teaching in this Group 11, 11-18 mixed comprehensive school. The post involves teaching French to all ages and abilities up to and including 'A' Level.
Application form and details available from the Headmaster, Bishop Luffa School, Bishop Luffa Close, Chichester, West Sussex PO19 3LT (large s.a.e. please).
Closing date 16 November 1987. (22492) 133640

Music

Main Scale Incentive D

HILLINGDON
LONDON BOROUGH OF HILLINGDON
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes UB4 9JP
Number on roll: 1030, 128 in Sixth Form
Headteacher: R.C. Stafford, B.Sc.
Required for January 1988 or as soon as possible thereafter an enthusiastic and energetic Head of Music. The school en*joys excellent specialist* facilities and a significant number of children receive instrumental tuition. Music appears in the core curriculum for the first three years and there is some G.C.S.E. work. We seek a teacher who will continue the tradition of promoting music as an important part in the life of the school: the emphasis is on mass participation.
This is a post of great importance to the future of the school. It will be a great advantage if applicants have interest and enthusiasm over the full range of performing arts and the ability to coordinate work in this sphere. Mellow Lane is a friendly and fully subscribed school which is easily accessible both from central London and neighbouring counties.
Please apply by letter to the Head at the school (s.a.e.) stating the names and addresses of two referees. This is a re-advertisement: previous applicants should indicate if they wish to be reconsidered.
Closing date: 2 weeks after the appearance of this advertisement.
Outer London Allowance Payable.
(22504) 133832

Main Scale Incentive B

WALSALL
METROPOLITAN BOROUGH COUNCIL
BARR BEACON COMMUNITY SCHOOL
Old Hall Lane, Aldridge, Walsall, West Midlands
HEAD OF MUSIC DEPARTMENT
MAIN SCALE + ALLOWANCE B
Required for Easter, *1988, in this 11-18 com*prehensive community school, a suitably qualified and experienced Head of Music to teach and organise music to all levels within a purpose-built department complete with *practice rooms.* The school has a large number of musically competent pupils with a broad spectrum of interest and involvement on which the successful candidate should be able to build.
Further details and application forms available on receipt of an S.A.E. from the Headteacher at the school.
Closing Date: 13th November, 1987.
Walsall is an Equal Opportunity Employer.
(22482) 133836

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
MONKS HILL HIGH (M) SCHOOL
Farnborough Avenue, South Croydon CR2 8HD
Tel: 01-657 8935/6
DIRECTOR OF MUSIC
We *need a teacher* to be Director of Music (Scale B) from January 1988 (an ability to teach another subject for a few periods each week would be helpful).
The timetable consists of 1st, 2nd and 3rd year classes and a newly established Modular Creative Leisure Course for 4th years. We have a large number of pupils who are taught each week by peripatetic *instrumental* teachers.
We are looking for a teacher who will develop the already encouraging work for the department, and who will strive to maintain high standards of work and behaviour, both inside and outside the classroom.
Salary: Main Grade plus Incentive Allowance 'B'.
Tenable: January 1st, 1988.
Please apply to the Headmaster, Monks Hill High School, Farnborough Avenue, South Croydon CR2 8HD. (22761) 133836

Main Scale

HARROW
EDUCATION COMMITTEE
INSTRUMENTAL TEACHING SERVICE
Required for January 1988 two qualified temporary full-time instrumental teachers to cover a period of maternity leave.
I) Woodwind specialising in Oboe
II) Brass specialising in French-horn
Harrow is committed to a policy of group instrumental teaching. The successful applicants would be expected *to teach in both* Middle and High Schools. A casual car mileage allowance is payable.
Application forms from and to be returned to Education Personnel, Room 205, *Civic Centre, Harrow,* Middx. HA1 2UW by 11 November 1987.
Please enclose stamped addressed envelope.
Outer London Allowance Payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10541) 133840

BRENT EDUCATION

TEACHER OF SPANISH AND FRENCH (Main Grade)

CARDINAL HINSLEY RC HIGH SCHOOL, Harlesden Road, London NW10 3RN. Tel: 01-965 3947/8497

Required in January 1988 – (To cover Maternity Leave)

Well qualified and enthusiastic TEACHER for the post of SPANISH and FRENCH (Scale MPG). The successful candidate will join a well organised and thriving department which offers two languages to 'A' level.

Modern Languages are a popular option choice in years four and five. The department has a suite of specialist rooms which include a language laboratory and facilities for audio and video work. Informal visits to the school are welcomed.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THIS POST. UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.

Brent is fundamentally committed to multicultural education.

London Weighting of £1215 per annum is made.

To: The School/Office

I am interested in the post of ______

Please send me further information

Name: ______

Address: ______

SECONDARY MUSIC
continued

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 52332
Headteacher: Dr. J.E. Rowbottom, B.Sc., Ph.D., D.I.C.
(Roll 760 Boys, 6th Form 160)
Voluntary Aided R.C. 11-18 School
Required for January 1988, a graduate Music Teacher. Main Scale, to help with the work of the Department, teaching in Years 1 to 3 and to contribute to GCSE and 'A' Level courses. The school has flourishing orchestras and choirs and a strong reputation for good music making.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.
INSTRUMENTAL TEACHING SERVICE
Required as soon as possible at one or other of the five Saturday Morning Music Schools:
Bassoon Teacher for 3 hours.
Trumpet Teacher for 2 hours.
30 sessions per annum. Rate of Pay £9.89 per hour.
Required in January 1988 for one day a week Classical Guitar Teacher.
Applications are invited from suitably qualified and enthusiastic teachers for the above posts.
Further details may be obtained (sae please) from the Instrumental Teaching Service, Music Centre, Hyland Way, Hornchurch RM11 1DY, to whom letters of application enclosing a full curriculum vitae and the names of two referees should be sent. (22500) 133840

HERTFORDSHIRE
KNIGHTS TEMPLAR SCHOOL
1 Park Street, Baldock, Herts. SG7 6DZ
Tel: 0462/893083
Head: Mr. P. Chapman
Co-educational Comprehensive, Roll 890, 11-18 (120 in Sixth Form)
Required for January 1988 a teacher of MUSIC (Main Scale) initially for two terms but with the possibility of a permanent post. Candidates should be able to teach the subject to 'A' level. The Department is thriving with a great deal of extra-curricular activity in which candidates should be prepared to participate. The post may involve a modest amount of English teaching.
Candidates should apply in writing with c.v. and names of two referees. Please enclose s.a.e. (22644) 133840

NORTHAMPTONSHIRE
CORBY OUR LADY AND POPE JOHN SCHOOL
Tower Hill Road, Corby, Northants. NN18 0TF
Teacher of Music - Main Professional Grade
Required for January 1988. This will be either a permanent or a temporary appointment.
A suitably qualified (Main Scale) Music teacher. Subject to be taught up to GCSE level.
Enquiries to the Headteacher at the school. Closing date a fortnight after the appearance of this advertisement. (22527) 133840

SANDWELL
METROPOLITAN BOROUGH COUNCIL
WOOD GREEN HIGH SCHOOL
(11-18 Comprehensive)
Required for January 1988 or as soon as possible thereafter.
MUSIC - main scale.
To join an enthusiastic department forging links through dance and drama with performing arts.
Apply immediately by letter stating full curriculum vitae and the names and addresses of two referees to the Head Teacher, Wood Green Road, Wednesbury, West Midlands.
An equal opportunity employer.
Canvassing of members of the authority will disqualify. (22426) 133840

Peripatetic Posts

AVON COUNTY
COUNTY OF AVON MUSIC CENTRE
6 Iddesleigh Road, Redland, Bristol BS6 6YJ
Required from 1st January 1988, peripatetic instrumental teacher of Strings; upper strings preferred, to teach mostly in the Nailsea area.
Car essential, mileage allowance payable. Some Saturday morning work at one of the County's Music Centres may be available.
Applications by letter with curriculum vitae and names of 2 referees to the Head of the Music Centre, at the above address. Closing date: 16th November 1987.
Avon as an Equal Opportunities Employer-considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (22585) 133848

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD MUSIC SCHOOL
C/O SOUTHBURY JUNIOR SCHOOL
Swansea Road, Enfield, Middlesex EN3 4JG
TEACHER OF UPPER STRINGS
The person appointed will operate under the immediate supervision of the Senior Instrumental Teacher.
Teaching duties will consist of individual and group lessons, in both primary and *secondary* schools. An involvement in Borough orchestras, bands and instrumental courses is expected.
It is hoped that the successful candidate will take up duties on 1st January 1988, or as soon as possible thereafter.
London Allowance, £795.
Applications, with supporting evidence, to be forwarded to the Music Adviser, at the Music School by 13th *November*.
An equal opportunity employer. (22550) 133848

WARWICKSHIRE
PERIPATETIC MUSIC TEACHER
READVERTISEMENT
Previous applicants will remain under consideration unless they indicate to the contrary.
A full-time brass teacher, preferably, but not essentially, lower brass, is *required as* soon as possible to cover initially schools in the central and southern areas of the country.
Application form and details from the County Education Officer, (Ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR returnable by 13th November.
Warwickshire is an equal opportunities employer. (22576) 133848

Pastoral

Main Scale Incentive B

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
WOODSIDE COMMUNITY SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr. M.J. Walton
Number on roll: 800
HOME/SCHOOL LIAISON TEACHER
Scale of post: B
Required January 1988 or as soon as possible.
An experienced, energetic and committed teacher is needed, to undertake the key and demanding responsibilities of this post in a mixed, inner urban, community/comprehensive school. The Home/School Liaison Teacher will work closely with the pastoral team; duties will include dealing with school/pupil or school/home problems, and endeavoring to increase parental involvement in the life of this designated community school. Candidates should indicate teaching subjects offered.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20481) 134036

Physical Education

Main Scale

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEMPORARY TEACHER (MAIN SCALE)
Required for 1st January, 1988 to 31st August, 1988 at Parrenthorn High School, Heywood Road, Prestwich, Manchester M25 5GR for Girls P.E. with History to teach Girls P.E. throughout the school and assist with team games, also to offer History to examination level as a second subject.
Applications by letter including full curriculum vitae together with the names and addresses of two referees to the Headteacher at the school as soon as possible. (15332) 134240

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
PARSLOES MANOR COMPREHENSIVE SCHOOL
Parsloes Avenue, Dagenham, Essex
(Roll: 933)
Required for January 1988.
An enthusiastic teacher of Girls' Physical Education to complement a lively and energetic team. Physical Education is taught to the full age range with an Option Course of G.C.S.E. P.E. in Years 4 and 5. The successful applicant will be expected to be able to teach a wide range of activities. Our Department's policy is to teach mixed classes where possible, and to encourage maximum participation both in and out of school.
Main Scale plus £1,215 per annum Inner London Allowance.
Social Priority School's Allowance payable.
Reimbursement of removal expenses in approved cases.
Application forms from the Head Teacher (s.a.e.) returnable as soon as possible.
An Equal Opportunity Employer.

WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford, Essex
(Roll 743)
Required for January/April 1988. A full-time/part-time teacher of Dance and/or Physical Education at this 11-18 years mixed comprehensive school situated on the edge of the Essex countryside. Main Scale plus £1,215 p.a. Inner London Allowance.
The school has benefited from a recent Building Prog*ramme and has excellent re*sources, including sports hall, dance studio, fitness room and extensive playing fields.
Apply in writing immediately to the Headteacher, giving full c.v. and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An Equal Opportunity Employer. (15326) 134240

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
INGRAM BOYS' HIGH SCHOOL
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel: 01-653 0901/3
TEACHER OF PE
Teacher of PE to join a small committed department at this 11-16 boys' comprehensive school. Preference for Soccer and Basketball but a wide range of sporting activities are encouraged.
Salary: Main Grade.
Tenable: January 1988 or as soon as possible thereafter.
Please apply to The Head Teacher.
Closing date: As soon as possible. (22759) 134240

EALING
LONDON BOROUGH EDUCATION SERVICE
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middlesex
Required for January or April 1988 teacher of Boys' PE. Willingness to teach a second subject is essential.
The school has attractive modern buildings which include a sports hall and heated swimming pool. Applications from college leavers will be welcome.
Basic Scale salary. £1,215 London Allowance payable.
Application forms and further details from the Head at the school (SAE please) to be returned by 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10528) 134240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DANE COURT GRAMMAR SCHOOL
Broadstairs Road, Broadstairs, Kent CT10 2RT
PHYSICAL EDUCATION TEACHER
Required for January 1988, initially to cover maternity leave, a specialist to teach Physical Education throughout the school (Main Scale). The successful candidate will have a broad knowledge of all areas of movement studies. A *particular interest* in hockey would be an advantage.
Dane Court is a co-educational school of 1000 pupils (250 in the Sixth Form) housed in modern buildings in a pleasant residential district. The staff have declared their Common Rooms no-smoking areas.
Candidates should note that the checks required by the Rehabilitation of Offenders Act 1974 (Amendment Order 1986) will be applied.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae, should be sent to the Headmaster by 10th November 1987. (22774) 134240

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard, Sudbury
(mixed comprehensive 13-18; roll 1150)
Required for January, 1988, a Teacher (Main Scale) to take responsibilities within the Physical Education Department.
Please send letter of application and C.V. to the Headteacher at the school
Closing date: 6th November 1987. (20473) 134240

SUFFOLK
COUNTY COUNCIL
HADLEIGH HIGH SCHOOL
Highlands Road, Hadleigh IP7 5HU
11-16 mixed comprehensive roll 725
Required for a permanent post available from January 1988 or as soon as possible thereafter TEACHER FOR GIRLS' PHYSICAL EDUCATION AND FORM TUTOR Main Professional Grade.
Please apply immediately to the Head Teacher by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. for details. (10535) 134240

SURREY
EDUCATION COMMITTEE
ST. PETER'S R.C. COMP. SCHOOL
Horseshoe Lane, Merrow, Guildford GU1 2TN
Main Scale Teacher of Girls' P.E
Required from January 1988, *enthusiastic teacher to take* charge of Girls' Physical Recreation within the broader P.E. Dept. You should be committed to high standard of performance across the range of Physical Education. The subject is taught to GCSE level and is included in the 6th form General Studies modular course. An interest in developing educational dance would be an added recommendation.
*Application forms and furth*er details available from the Headteacher to whom they should be returned as soon as possible. Tel: Guildford 34654. (15313) 134240

WILTSHIRE
EDUCATION COMMITTEE
THE GEORGE WARD SCHOOL
Melksham
(Mixed 11-18 Comprehensive School - 1400 pupils)
A teacher of BOYS' PHYSICAL EDUCATION (Scale 1) is required from January 1st, 1988 to fill a temporary post until the end of the summer term.
The school has extensive playing fields adjacent to the buildings as well as a Gym, Sports Hall and Swimming Pool.
The curriculum followed by the pupils includes the major team games, racquet sports and minor games. *There have been new in*novations in Leisure Studies, health related fitness, survival and problem solving.
Further details and application forms are available from the school (please enclose an A4 s.a.e.).
An Equal Opportunity Employer. (20464) 134240

Religious Education

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Bedfordshire
Tel: 375833
Required for January 1988, or 4th December 1987, a teacher of Religious Education with a multi-face approach, temporary for one term. Main Scale.
Application forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (22545) 134440

EAST SUSSEX
CLAVERHAM COMMUNITY COLLEGE
Battle TN33 0HT
Comprehensive & Community College, 11-16. Roll: 830
From January: Graduate Teacher of R.E. (Main Scale) to teach throughout the *age range*.
Applicants must be committed to the teaching of world religion and be able to make a contribution to pastoral and social education modules.
Relocation grants in approved cases.
Application forms (see please) from the Head Teacher. (22754) 134440

KENT
COUNTY COUNCIL
EDUCATION DEPARTME[NT]
WEST KENT AREA
TUNBRIDGE WELLS ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHO[OL]
Reynolds Lane, Tunbridge Wells, Kent TN4 9XL
Tel: Tun/Wells 27444
Number on Roll 830, 11-1[8]
Mixed comprehensive
Required January 1[988] Catholic Teacher of R.E. (... Scale). The department ... G.C.S.E. and 'A' L... courses. It is hoped to be... to offer the full range of ... to the successful candida...
Apply by letter (C.V. ... letter of application). De... of post are available from ... Headteacher. Tel: Tunbr... Wells 27444. (22775) 134...

WEST SUSSEX
RELIGIOUS EDUCATIO[N] TEACHER
BISHOP LUFFA C.E. SCH[OOL]
Chichester
Salary: Main Scale
Required for January or E... 1988 a well qualified gra... to join a well resourced strong R.E. Department in Group 11, 11-18 mixed ... prehensive school. The ... involves teaching all ages ... abilities up to and incl... G.C.S.E. Some Sixth ... work is available for a sui... qualified applicant.
Application form and de... available from the Hea... ter, Bishop Luffa S... Bishop Luffa Close, Ch... ter, West Sussex PO19 ... (Large s.a.e. please).
Closing date 16 Nov 1987. (22491) 1...

Science

Main Scale Incenti[ve]

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAM[ES]
HOLY CROSS CONVENT SCHOOL
Sandal Road, New Malde[n], Surrey KT3 5AR
Tel: 01-949 4884
Voluntary Aided: 595 girls ... 18
For Easter 1988 a Hea[d of] Science. A well-qualified/ experienced teacher ... who will be required ... and organise the Scien[ce De]partment and to take ... the Science Teaching. A ... cist or a biologist wou[ld be] preferred, although a Ch... would be considered.
Roman Catholic pref...
Salary: Main scale plu[s In]centive 'D'; plus London [Allo]wance £795.
Application forms and ... er details are available ... the Head Teacher (see ...) to whom completed ... should be returned by ... November 1987.
'An Equal Opportu[nity] Employer'. (20360) ...

Main Scale Incenti[ve]

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE ROYAL LATIN SCH[OOL]
Brookfield Lane, Buckin[gham], Bucks. MK18 1AX
Roll: 660 pupils (185 in 6th form) Co-educational 12-18 Grammar school
Main Grade + Incentiv[e] allowance B
Required for January 19[88 or] as soon as possible there[after] a well qualified and ex[peri]enced graduate Teach[er of] PHYSICS to lead a ... and developing depa[rtment]. The post carries a Grade ... allowance but a Grade ... wance could be availab[le to a] candidate willing to ... significant additional re[spon]sibilities.
An attractive reloc[ation] package including ... assistance is availab[le in] approved cases.
Application form and ... or details (s.a.e.) from ... be returned to, the H[ead]teacher at the school. ... (22722)

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4HT
Comprehensive, 11-16 ...
1321
From January or A[pril]: Graduate Head of Ph[ysics] (Main Scale + Allowance ...) within the Science Dep[art]ment which consists of ... staff. The person appoi[nted] will lead a team of forw[ard] looking staff and advis[e on] the place of Physics ... Science curriculum. M... Science will be offered ... 1988 when the ... embarks on TVEI.
Relocation grants ... approved cases.
Letter of application w... Head Teacher with c.v. ... names and addresses of ... referees as soon as possi[ble]. (10573)

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERMANENT UNATTACHED SUPPLY STAFF
See main advertisement under Main Scale appoint[ments]. (10552) 134...

OPPORTUNITIES IN DERBYSHIRE

TEACHING POSTS

Application forms and further details (SAE please) for the following teaching posts from the Head unless otherwise stated, Closing date for these posts 13 November 1987 unless otherwise stated.

PRIMARY

RECEPTION/INFANT TEACHER — HW/II/4/P
Main Scale, Practising Catholic Preferred.
St Marys RC Primary School, Gladstone Street, Glossop, Derbys, SK13 8NE (Glossop 4473) (5-11, NOR 142)

SECONDARY

1) ENGLISH/REMEDIAL WORK IN LOWER SCHOOL — DS/64/8
Main Scale
2) GIRLS PE — DS/60/8
Main Scale (0.4)
Pringle School, Coronation Street, Swadlincote, Burton on Trent, Staffs, DE11 0QA (Burton on Trent 216837) (11-18, NOR 1092)
HEAD OF ENGLISH — DS/59/8
Main Scale
Darwin School, St Andrews View, Derby, DE2 4EU (Derby 831230) (11-14, NOR 502)
ENGLISH — HW/23/8
Main Scale (Teacher able to offer English up to and including A level.)
Glossop School, Talbot Road, Glossop, Derbyshire, SK13 8DR (Glossop 62338) (11-18, NOR 1084)
CDT/ART — DS/61/8
Main Scale (Teacher committed to a pluralist community curriculum).
Sinfin School, Farmhouse Road, Sinfin, Derby, DE2 3AR (Derby 769174) (11-16, NOR 867)
GENERAL SCIENCE WITH BIOLOGY — NE/42/8
Main Scale
Gosforth School, Stubley Lane, Dronfield Woodhouse, Sheffield, S18 5YN (Dronfield 413348) (11-14, NOR 787)

SPECIAL NEEDS

PRIMARY SUPPORT TEACHER — NE/44/B
Main Scale + Allowance B
Stubbin Wood School, Burlington Avenue, Langwith Junction, Mansfield, Notts, NG20 8AD (Mansfield 742975)

COMMUNITY EDUCATION

COMMUNITY TUTOR — CE/8/18/P
Main Scale (0.5)
To develop community education in support of John King and Longwood Infant Schools.
John King Infant School, Church Street, Pinxton, Nottingham, NG16 6ND (Ripley 810214) (5-7, NOR 97)

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (63543)

DERBYSHIRE
County Council
Supports Nuclear Free Zones

SECONDARY SCIENCE
continued

KENT
COUNTY COUNCIL
EAST KENT AREA
EDUCATION DEPARTMENT
FRANK MONTGOMERY SCHOOL
Bredlands Lane, Sturry, Canterbury CT2 0HB
Required a.s.a.p. enthusiastic teacher to plan and co-ordinate Physics teaching throughout this co-ed. sec. *modern school. Interest in* electronics an advantage.
Combined Science taught in lower part of the school. MPG with A or B incentive allowance, according to qualifications and experience.
Apply in writing with full c.v. to the Head Teacher, Miss B. Chapman, at the school. (22776) 134836

Main Scale Incentive A

HERTFORDSHIRE
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Roll: 900 mixed all ability
Required January, an enthusiastic and committed SCIENCE teacher (Main Scale + Allowance A + London fringe allowance £309) to join a successful and forward looking department. An interest in PHYSICS and ELECTRONICS would be particularly welcome.
Apply by letter to the Headmaster giving curriculum vitae and names and addresses of two referees. Relocation expenses payable in approved cases. (22617) 134838

KENT
COUNTY COUNCIL
EAST KENT AREA
EDUCATION DEPARTMENT
FRANT MONTGOMERY SCHOOL
Bredlands Lane, Sturry, Canterbury CT2 0HB
Required as soon as possible enthuiastic teacher to plan and co-ordinate Physics teaching throughout this co-ed. sec. modern school. Interest in electronics an advantage. Combined Science taught in lower part of the school. MPG with A or B incentive allowance, according to qualifications and experience.
Apply in writing with full c.v. to the Head Teacher, Miss B. Chapman, at the school. (22777) 134838

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
ST THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford MK41 7UL
Tel: Bedford (0234) 41201
Required for January 1988 a full-time, mainscale enthusiastic teacher to join an expanding department committed to broad science for all.
A - Level Physics teaching is available for a suitable candidate.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer. (22485) 134840

BERKSHIRE
DENEFIELD SCHOOL
Long Lane, Tilehurst, Reading
Required for January or April 1988 an enthusiastic Main *Scale teacher. To teach Science* successfully to all levels of ability as part of a well-organised team of six staff.
Apply by letter to the Headmaster enclosing C.V. and names and addresses of two referees and enclosing S.A.E.
Closing date 16th November 1987.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (15302) 134840

BEXLEY
LONDON BOROUGH OF BEXLEY
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Required for January 1988 a teacher of Physics, preferably with ability to offer some Junior Chemistry. Examination work available. Main Scale entering at a point appropriate to the qualification and experience of the teacher. Temporary or permanent appointment.
The School is an all ability co-educational establishment. There is an emphasis on curri*culum development and in*novation and staff development/inset is considered a high priority.
Apply immediately by telephone to the Head Teacher at the School. (10559) 134840

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
Headteacher: Mr. M. Cole, B.A.
TEACHER OF PHYSICS
Required from January or April 1988, preference given to graduates able to offer teaching up to 'A' level, to join a well equipped successful department. Main Scale post.
In approved cases, the County Council *offers a substantial* housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22719) 134840

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD
SECONDARY SCHOOL
Wattleton Road, Beaconsfield
Tel: Beaconsfield 3450
Headteacher: Mr. M. Stanyon, B.A.
Required for January, or as soon as possible, a graduate teacher of Science (main scale) to teach in this 12-17 secondary school (NOR 600). Integrated Science is taught throughout the school to GCSE level as a Core and Teacher Science a an option. A physical scientist is preferred but other science subjects will be considered. An outer London fringe allowance is available and there is a generous resettlement policy for applicants from outside the country.
Please apply in writing direct to the Headteacher with full C.V. and the names of 2 referees. Closing date 17th October 1987. (22718) 134840

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
Brookfield Lane, Buckingham, Bucks. MK18 1AX
Headteacher: P.A. Luff, B.A.
Roll: 660 pupils (185 in Sixth form) Co-educational 12-18 Grammar School
Main Grade
Required for January 1988 or as soon as possible thereafter, a Graduate Teacher of PHYSICS AND MATHEMATICS to share teaching at all levels in these strong departments. Applications are invited both from experienced teachers and those now to the profession. An attractive relocation package including mortgage assistance is available in approved cases.
Application forms and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (22721) 134840

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill on Sea TN39 4HT
Comprehensive, 11-16. Roll: 1321
From January or April: Teacher of Physical Sciences (Main Scale) Well qualified *teacher to join a forward-*looking Science Department of 11 staff. Modular Science will be offered in 1988 when the school embarks on TVEI.
Relocation grants in approved cases.
Letters of application to the Head Teacher with c.v. and names and addresses of two referees as soon as possible. (22753) 134840

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1400)
SCIENCE-MAIN SCALE
Required January 1988.
Scientist to join thriving department committed to integrated and modular approach. Outer London Fringe; rented accommodation possible. Generous relocation allowance payable in approved cases.
Apply by letter to Headmaster with curriculum vitae and names of two referees (s.a.e. please). (22479) 134840

GLOUCESTERSHIRE
Please see display advertisement on Page 57. (39179) 134840

HARROW
EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middx. HA2 9AG
Tel: 01-422 4675
SCIENCE
Required for January, a temporary part-time (0.6) teacher for two terms. The timetable is mainly Lower School Integrated Science, with some Upper School Biology to GCSE level. A teacher with an interest in teaching 'science as a process' is required. The school is a mixed 12 to 16 comprehensive with considerable parental support *in a multi-ethnic* community.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (10544) 134840

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, *Hatfield, Herts.* AL9 7BN
Required for January 1988, a well qualified teacher of BIOLOGY (Main Scale). The successful applicant will join an expanding and well-equipped department and will be expected to play an active part in the overall development of Science in the School.
'A' level work is available.
Generous relocation expenses up to a maximum of £4,300, including mortgage subsidy, in approved cases.
Letters of application to the Head at the School together with a full C.V. and the names and addresses of 2 referees. (22640) 134840

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERMANENT
UNATTACHED SUPPLY STAFF
Main Scale or Main Scale Incentive Allowance B
Applications are invited for appointment to the Authority, as a Permanent Unattached Supply Teacher to work as part of a small team in High Schools in Northern and Eastern Divisions. The appointment will be on Main Scale or exceptionally Main Scale plus Incentive Allowance B.
Applications will be particularly welcome from teachers of Science.
The teacher appointed will be on a contract of *service to the Authority*, and will fill longer term temporary vacancies, in particular those vacancies arriving through the release of staff for training.
Application forms are obtainable from the Divisional Education Officer, Kingfisher House, Kingfisher Walk, Redditch, Worcs. B97 4EP within *fourteen days of the* appearance of this advertisement. (10551) 134840

HERTFORDSHIRE
THE CHAUNCY SCHOOL
Park Road, Ware, Herts.
Tel: 0920 66661
Hertfordshire All-Ability School 11-18
A teacher of Chemistry is required for January or Easter to share in the teaching of the subject to GCSE and 'A' level and to help with some junior science in the lower part of the school.
The Authority operates a generous recruitment incentive scheme. (22641) 134840

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI. Comprehensive
Re-advertisement
Required for January 1988 a well qualified Teacher of Biology/General Science (Main Scale) to join an enthusiastic department. The post is a temporary one to cover the maternity leave of the present post holder.
Please apply in writing to the Headteacher giving the names and addresses of two referees.
Closing date 10.11.87.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (22465) 134840

HERTFORDSHIRE
THE SELE SCHOOL
Welwyn Road, Hertford SG14 2DG
Required for January 1988 or as soon as possible thereafter an enthusiastic teacher for SCIENCE. The successful candidate will join a modern well equipped department in an 11-18 mixed, all-ability school.
The lower school follow a *Combined Science* course and the fourth fifth year take Modular Science. The school is about to enter the County's TVEI Extension Programme and all pupils will follow a balanced Science course from September.
There is scope for specialist GCE 'A' level teaching if desired in Biol*ogy, Chemistry and Phy*sics.
Candidates should apply by letter to the Headmaster giving curriculum vitae, indicating the nature of their extra-curricular interests and give the names and addresses of two referees.
Main Scale + London Fringe Allowance.
The authority operates a generous recruitment scheme. (22651) 134840

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
LITHERLAND HIGH SCHOOL
Sterrix Lane, Litherland, Liverpool L21 0DB
TEMPORARY TEACHER OF CHEMISTRY (Main Grade)
Required as soon as possible to teach the subject to GCSE level and 'A' level if possible.
Further particulars can be obtained by telephoning the school. (928 4449).
Applications by letter to the Headteacher, enclosing curri*culum vitae, names and addres*ses of two referees and s.a.e.
Sefton is an Equal Opportunity Employer.
Canvassing will disqualify. (22436) 134840

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Noke Drive, Redhill RH1 4AD
Tel: Redhill 764365/7/8
(12-16 Mixed Comprehensive, NOR Sept. 1987 721)
Temporary Teacher (Main Professional Grade) of Biology and Science up to GCSE Level. Required from January 1988 for two terms. An ability to teach Health Education would be an advantage.
Application form and further details from the Headteacher. (22654) 134840

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. 1176 on roll
Required from January 1988 a temporary teacher of GENERAL SCIENCE for two terms in this newly reorganised Secondary School.
Details and application forms from the Headteacher. Tel: Ashford (0784) 243824. (10501) 134840

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. 1176 on roll
Required from January 1988 a temporary teacher of CHEMISTRY for two terms in this newly reorganised Secondary School.
Details and application forms from the Headteacher. Tel: Ashford (0784) 243824. (15321) 134840

SURREY
EDUCATION COMMITTEE
THE BISHOP OF WAND C. OF E. (AIDED) SECONDARY SCHOOL
*Layton's Lane, Sunbury-on-*Thames, Middlesex TW16 6LT
Required for January, well qualified CHEMISTRY specialist in this 11-18 comprehensive school, n.o.r. 600, including 90 in Sixth Form. Candidates should be able to teach Chemistry to G.C.S.E. and 'A' level, be willing to teach integrated science (Warwick scheme) in years one and two and contribute to the *teaching of the modular scien*ce G.C.S.E. in years four and five. Applicants should be willing to work in a caring community broadly based on Christian values. Fringe London Allowance.
Please write as soon as possible, enclosing c.v. and addresses of two referees, to the Headmaster, D.G. Jones, M.A., (Tel: Sunbury 787537), from whom further details may be obtained. (22738) 134840

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. 1176 on roll
Required from early in the Spring Term a temporary teacher of GENERAL SCIENCE to cover a period of maternity leave.
Details and application form from the Headteacher, Tel: Ashford (0784) 243824. (15320) 134840

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHER OF BIOLOGY
DOWNLANDS SCHOOL
Hassocks
Salary: Main Scale
Required for January 1988. Teacher who is suitably qualified to join a successful and progressive department in the TVEI Associate School.
Application form and further details can be obtained from the School Secretary, Downlands School, Dale Avenue, Hassocks, Sussex BN6 8LP or Tel: Hassocks 5892. Closing date 20th November 1987. (22496) 134840

Speech and Drama

Main Scale Incentive B

HERTFORDSHIRE
BISHOPSLEA SCHOOL
College Road, Cheshunt, Herts. EN8 9LY
Headmaster: Mr W. Campbell
Required for January 1988, a Drama Specialist. This is a temporary post for two terms (Allowance B).
Please apply by letter to the Head at the school. (22647) 135236

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

SECONDARY SCHOOLS

Fowey School,
Windmill, Fowey, Cornwall. PL23 1HE.
Group 10. NOR 850.

Mathematics: Main Scale
Required for January or Easter 1988, a well qualified teacher of mathematics to teach across the full age and ability range up to GCSE level.
This is a main scale post, which will provide an exciting *opportunity for the application of modern approaches to* the teaching of mathematics in a newly constituted department.
Experience of courses in computer awareness would be an advantage.
Application forms/further details are available from the Headteacher on receipt of SAE.

Launceston College,
Dunheved Road, Launceston, Cornwall. P115 9UJ.
Group 11. NOR 1095. Sixth Form of 85.

Head Design Faculty: Main Scale + Allowance D
Required from January 1988, an experienced teacher of Art and Design, to lead a faculty made up of seven departments covering the areas of practical, creative, craft and technology work in the school. This is one of three broad faculties which covers the range of the curriculum in the school an 11 to 18 comprehensive serving a wide rural area.
Application forms/further details are available from the Headteacher on receipt of SAE.

PRIMARY SCHOOLS

Carbelle Junior School,
Trevol Road, Torpoint, Cornwall. PL11 2NH.
Group 6

Main Scale
Required from January 1988, a lively and enthusiastic teacher. Music would be an advantage but applicants are asked to state their special interests.

Application forms/further details are available on receipt of SAE from The District Clerk, District Education Office, Graylands, Dean Street, Liskeard, Cornwall. PL14 4AZ. 53576

CORNWALL
COUNTY COUNCIL

SECONDARY EDUCATION

QUALIFIED TEACHER MAIN SCALE

PITTVILLE SCHOOL
Albert Road, Cheltenham, Glos. GL52 3JD.

TEACHER OF SCIENCE M.P.G.
Required for January 1988, a full-time teacher of Science.
Candidates must be interested in and able to teach Integrated Science throughout the 11-16 age range.
Please apply by letter enclosing a C.V. with names of two referees and a stamped addressed envelope to the Head Teacher by 16th November, 1987.

PRIMARY EDUCATION

DEPUTY HEADSHIPS

TWYNING COUNTY PRIMARY SCHOOL
Twyning Green, Twyning, Tewkesbury, Glos. GL20 6DF.
Telephone: Tewkesbury 29357.

DEPUTY HEADTEACHER
Required from *April* 1988, an excellent class teacher with sound ability for early years and flexibility for junior teaching to help lead a dynamic and forward-looking team of teachers.
Apply by letter to the Head Teacher, enclosing full c.v. and 18p stamp.

SPECIAL EDUCATION

DEPUTY HEADSHIPS

THE SHRUBBERIES SCHOOL
Oldends Lane, Stonehouse, GL10 2GD.

DEPUTY HEADTEACHER (Group 4S)
Required for January 1988, or as soon as possible afterwards, for this all age special school for children with severe learning difficulties. Vacancy due to promotion. An experienced and enthusiastic teacher is sought who would welcome positive involvement in curriculum development and the management of this school. An interest in computer assisted learning would be an advantage.
Details of the school and job description available from Head Teacher, please enclose a S.A.E. Visits to the school would be welcomed. Application will be by letter to include curriculum vitae and must arrive at the school no later than 13th November, 1987.

GLEBE INFANTS SCHOOL
Glebe Way, Newent, GL18 1BL. (180 on roll).

FULL-TIME QUALIFIED TEACHER
Required for January 1988, for middle infants. Temporary appointment for two terms. An enthusiastic teacher is required who will play a full part in the life of the school. Experience of an integrated day using a topic approach is essential.
Further details and application forms can be obtained from the *Head Teacher. Please enclose S.A.E.*

MAIN SCALE B

OAKDENE SCHOOL
Dockham Road, Cinderford, GL14 2AL.

QUALIFIED TEACHER
Qualified Teacher Main Scale Plus B Rate of Allowance of £1,002 p.a. (Special Schools). Required for January 1988 in this school for children with severe learning difficulties.
Further details and application forms from the Head Teacher. S.A.E. please.

Gloucestershire County Council
The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

PURLEY SIXTH FORM COLLEGE
PLACEHOUSE LANE, OLD COULSDON

HEAD OF FACULTY

(Mathematics, Science and Technology)
MAIN GRADE, Plus Incentive Allowance E

Required for September 1988, a teacher of Mathematics, Science or Technology, with successful teaching and management experience, to lead a faculty with sixteen teachers in this new, open access Sixth Form College.

As a member of the Senior Management Team of the College, the successful applicant will be able to gain wide-ranging experience which would provide a platform for subsequent promotion.

For further particulars and application form, please write to Mr. A.J. Grace, Head Designate, c/o Purley High School for Girls, Stonefield Road, Old Coulsdon, Surrey, CR3 2YG.

Closing date for applications: 9th November, 1987. (62456)

CROYDON EDUCATION

SANDWELL COUNCIL FOR COMMUNITY RELATIONS

Counsellor for Young People

I.A.P. Four Year Project
Salary £9,966 p.a.

Applications are invited from suitably qualified and experienced and mature persons.

The ideal applicant should be able to understand and advise Asian girls on the opportunities and challenges available in a multi-racial society. Knowledge of an Asian language would be advantageous.

Further information and application form can either be collected or send an S.A.E. to Administrative Officer, Sandwell Council for Community Relations, 230A High Street (Arcade) West Bromwich, West Midlands. B70 7QG. (Tel 021 525 1488) Closing date 16th November 1987. 53516

RE ADVERTISEMENT

WARWICKSHIRE

NORTHERN AREA SUPPORT SERVICE FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES
(Keresley Support Centre)

Applications are invited from suitably qualified and experienced teachers for the following posts:

1. Head of Service (Head, Group 5(S))
2. Deputy Head of Service (Deputy Head, Group 5(S))
3. Advisory Support Teachers – 3 posts (Professional Grade Incentive B).

As part of its long-term response to the implications of the 1981 Education Act, Warwickshire has decided to establish a network of services offering a range of provision for children with emotional and behavioural difficulties in their localities and, wherever possible, in their mainstream schools. The Northern Area Service is an exciting and challenging development which will provide:

(i) placement in the Keresley Centre on a variety of bases;
(ii) an outreach service to offer assistance to staff and pupils in mainstream schools;
(iii) in-service training programmes;
(iv) support to facilitate family counselling.

These posts constitute the first phase of a major commitment to this work in North Warwickshire.

Please indicate clearly for which post you are applying.

This is a re-advertisement – previous applicants will remain under consideration unless they indicate to the contrary.

Application forms and further details may be obtained from *the County Education Officer, 22 Northgate Street, Warwick CV34 4SR (ref: SCH/JT).* Completed forms should be returned by 20th November.

Warwickshire is an equal opportunities employer. (63548)

SECONDARY SPEECH & DRAMA
continued

Main Scale

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
(Headteacher: Mr. M. Cole BA)
Required from 1st December, 1987, a teacher of drama to cover maternity leave. Main Scale post.
Application by letter to the Headteacher, giving full curriculum vitae and names and addresses of two references. (22714) 135240

HAMPSHIRE
GOSPORT, BRUNE PARK SCHOOL
Military Road, Gosport, Hants, PO12 3BU
11-16 Mixed Comprehensive - 1300 on roll.
Required Easter 1988 or earlier if possible - Main Professional Grade - teacher of DRAMA - to teach throughout the school age range.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (10581) 135240

Other than by Subject Classification

Main Scale Incentive D

DURHAM
COUNTY COUNCIL
TUTOR MANAGER
Applications are invited from suitably qualified posts for Tutor Manager at Belmont Comprehensive School and Gilesgate/Laurel Avenue. The Tutor Managers will be paid on the main professional grade teacher plus allowance D i.e. £13,299 plus £3,000 allowance.
Stamped addressed envelope for application form and further details obtainable by 20th November, 1987 from the Director of Education, County Hall, Durham DH1 5UJ. (22570) 135732

Main Scale

WAKEFIELD
EDUCATION DEPARTMENT
SECONDARY
PONTEFRACT CARLETON HIGH SCHOOL
N.O.R. 931
MAIN GRADE - DANCE TEACHER
£7,599 - £13,299 (Oct 1987 rates)
Required from January 1988, a Main Grade Teacher to teach dance and develop the subject throughout the school.
Closing date 13th November 1987.

GREENHILL FIRST
N.O.R. 213
PART-TIME MAIN GRADE TEACHER
£7,599 - £13,299 (Oct 1987 rates)
Required after half term, a temporary .2 teacher (1 day or 2 X half days) to teach in the above named first school.
Application forms available (on receipt of an s.a.e.) from The Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, to be returned by the dates stated. (22742) 135740

HAMPSHIRE
HORDLE HOUSE SCHOOL
Milford on Sea
REMEDIAL AND SPECIAL NEEDS
See advertisement under 'Remedial & Special Needs Teaching posts'. (20890) 135740

WEST SUSSEX
TEMPORARY TEACHER
THOMAS BENNETT COMMUNITY COLLEGE
Crawley
Salary: Main Scale
Required for January 1988 for the school's Adjustment Unit which is attached to and works closely with the school's Central Support Service. *The unit takes responsibility of emotionally disturbed and disturbing pupils of all abilities within the school.* Suitable experience and personal qualities are essential. The post is to cover for maternity leave and is temporary but might become permanent.
Further details and application forms available from the Headmaster, Thomas Bennett Community College, Ashdown Drive, Tilgate, Crawley, West Sussex RH10 5AD (s.a.e. please). (22495) 135740

Peripatetic Posts

WAKEFIELD
EDUCATION DEPARTMENT
TEACHING
MAIN GRADE
£7,599 - £13,299
DISTRICT SUPPLY STAFF
Required for Janaury 1988, or as soon as possible thereafter, 3 Main Grade District Supply Teachers, one in each of the following areas: SECONDARY (C.D.T) Quote Ref: D/1. PRIMARY/MIDDLE, Quote Ref: D/2/ LOWER PRIMARY, Quote Ref: D/3.
Application forms available (on receipt of an s.a.e.) from The Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, to be returned by 11th November 1987. (22743) 135748

Sixth Form Colleges

Deputy Headships (Inc. Second Masters/ Mistresses)

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

All applicants will be considered on the basis of suitability for the post regardless of sex, creed, race or disability

BIRKENHEAD 6TH FORM COLLEGE
Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral L41 6NH

THREE POSTS - VICE PRINCIPALS
(Deputy Head Teacher Group 11 Salary)

2 Posts to be filled as soon as possible.

1 Post to be filled 1st *September*, 1988.

Application forms and further details to be obtained from The Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral L41 6NH to *whom* they should be returned by 16th November 1987. (22811) 140012

ADVERTISERS

PLEASE NOTE

OUR NEW FAX NUMBER IS

01-251 4698

Main Scale Incentive B

SHROPSHIRE

NEW COLLEGE
King Street, Wellington, Telford, Shropshire TF1 1MY

Tel: Telford 641892

MATHEMATICS - MAIN SCALE plus B Incentive Allowance (£1,002)

Required April, 1988 earlier if possible an experienced and enthusiastic teacher of mathematics - main scale B Incentive Allowance, to be second in the department and able to teach up to A level and G.C.S.E. in this comprehensive sixth form college.

Further details and application form from the Principal (SAE).

Closing date 23rd November, 1987. (22676) 140036

Main Scale

HUMBERSIDE
ENGLISH/DRAMA GRADUATE
(Temp) Main Scale
A qualified graduate is required for the Spring Term only, due to secondment, at John Leggott Sixth Form College, West Common Lane, Scunthorpe, South Humberside DN17 1DS (850 on Roll). You should be *able to teach* both GCSE and A Level English/English Literature and be able to undertake A Level Theatre Studies.
Application form nd further details from: Mr K.J.B. Constable, Principal (SAE please).
Closing Date: 16.11.87.
Humberside County Council - working towards Equal Opportunities. (22462) 140040

SURREY
EDUCATION COMMITTEE
GODALMING SIXTH FORM COLLEGE
Tuesday Lane, Godalming, Surrey GU8 5TD
Tel: 04868 23526
Number on roll: 1000
Required for January 1988, or as soon as possible thereafter, a teacher (main scale) of Sociology to 'A' level and GCSE.
Letters of application with c.v. to Acting Principal as soon as possible. (15314) 140040

Multicultural Education

Main Scale Incentive C

BIRMINGHAM
EDUCATION DEPARTMENT
EDUCATION SUPPORT SERVICE
FACULTY OF COMMUNICATION AND LANGUAGES
3 Teachers of Community Languages. Ref CLU101.
2 main scale posts, 1 main scale and B allowance post. 1 each in Punjabi, Urdu and Gujarati required to teach in secondary schools, on a peripatetic basis.
Ability to speak 2 or more South Asian languages would be desirable but not essential.
FACULTY OF MULTICULTURAL EDUCATION
2 Outreach Teachers - Special Education Unit. Ref ORT.
Main scale and allowance B or C depending on experience and qualifications. The post holder will be expected to foster school-parent, school-community links and to teach part-time.
Candidates should have a good knowledge of Special Needs of Ethnic Minorities, and have an ability to communicate in one of the South Asian Languages.
MAIN SCALE AND ALLOWANCE C: Ref SP/3.
With a sound knowledge of South Asian Languages, e.g. Punjabi and Urdu/Bangali/ *Gujarati.*
The vacancy exists for an experienced teacher to work as a member of the team in Special Schools, and be responsible for the development of:- 1) first languages of children, 2) devise teaching programmes *which use* the first language of children, 3) develop English through first languages.
For all posts candidates should have a good knowledge of language development be aware of current theories relating to bilingualism, be committed to *Multicultural* Anti-racist education.
All vacancies available immediately. Application forms and further details are available from:- The Staffing Officer Education Support Service, Bordesley Centre, Camp Hill, Stratford Road, Birmingham B11 1AR. Tel: 021-771 4234. Please enclose an S.A.E.
Closing date 13th November 1987.
The City Council welcomes applications from all sections of the community irrespective of *race, colour*, gender, sexuality or disability. (20485) 150034

Main Scale

EALING
LONDON BOROUGH
EDUCATION SERVICE
MULTICULTURAL SUPPORT SERVICE
Vacancies exist for qualified and/or experienced teachers with a strong commitment to anti-racist Multicultural education *for attachment* to the following Ealing Schools.
For all these posts knowledge and experience of the linguistic and cultural backgrounds of pupils from minority cultural communities is desirable.
It will assist the processing of applications if candidates indicate, at the top of their application form, whether 1) The application is for a particular school, 2) The application is for consideration for all posts but one or more is of particular interest.

BERRYMEDE FIRST AND BERRYMEDE MIDDLE SCHOOL
Applications are invited for January or as soon as possible for a language support teacher to co-ordinate provision for bilingual pupils between the two schools.
The successful candidate will liaise with teachers in both schools and assist in the development of appropriate resources.
The two schools are located in the central Acton area of the borough. Main salary Scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.

DORMERS WELLS HIGH SCHOOL
This is a mixed comprehensive on the borders of Greenford and Southall.
Applications are invited for a language support teacher. The successful candidate will work closely with the staff of the school in supporting bilingual pupils across the curriculum.
Main salary plus £1,215 London Weighting.

ELLEN WILKINSON HIGH SCHOOL
This is a single sex girls school in central Ealing.
Applications are invited for an E.S.L. teacher to work within the mainstream curriculum in support of the school's strategy for responding to linguistic diversity.
Main scale salary plus £1,215 London Weighting.

TEMPORARY FULL TIME POSTS
For one or two terms from January 1988.
A number of temporary full time vacancies for one to two terms exist in both Middle and High Schools in the Southall, Acton and central areas of Ealing.
These are vacancies to cover maternity leave and secondments.
Further details of all the above posts, including job descriptions for the available vacancies will be supplied with the application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU. Closing date for all the above posts 13th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (22729) 150046

Special Education

Headships

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER, ROSE HILL SCHOOL
Windermere Drive, Warndon, Worcester WR4 9JL

A Headteacher is required for Easter 1988 for this purpose-built day school for physically handicapped children. It is in new premises, opened in 1975. It is a mixed school and caters for up to 110 children with a great variety and range of physical handicap.

The school is in Group 6(s) and the Headteacher's salary is £20,001.

Candidates should offer considerable experience in the field of special education, particularly in respect of physically handicapped children, and will be expected to have undertaken advanced study in the area of special education.

Application forms and further particulars are available from the County Education Officer (Ref. SSW/GJI), County Education Offices, Castle Street, Worcester WR1 3AG. (A foolscap stamped addressed envelope is required).

Applications to be returned by 13th November 1987. (10550) 140010

Deputy Headships (Inc. Second Masters/ Mistresses)

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
CLAYTON SCHOOL
Orton Goldhay, Peterborough PE2 0SD
Tel: Peterborough 232346
Head Teacher: Mrs. R.C. Telfer
GROUP 4S
REQUIRED FOR EASTER 1988 OR SOONER IF POSSIBLE:-
DEPUTY HEAD TEACHER (non-resident) required for this Day and Residential School for children with severe learning difficulties.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications 13th November, 1987. (16711) 160012

GLOUCESTERSHIRE
Please see display advertisement on *Page 57*. (39180) 160012

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HIGH LEAS SPECIAL SCHOOL
Keyham Lane, Leicester LE5 1FG

SECOND DEPUTY HEAD GROUP 7(S)

Head: Mr. P.C. Rowlands

Required January, or as soon after as *possible* in this day special school for children with moderate learning difficulties, aged 5-19 years.

You are required to have extensive knowledge of curriculum development and preferably substantial senior management experience. Prospective applicants are encouraged to visit the school before applying so that they can be quite sure that the ethos and atmosphere of the school suits their abilities.

Further details and application forms available from the Headteacher. Closing date 13th November 1987. Tel: Leicester 415921. (22612) 160012

Main Scale Incentive C

CHESHIRE
EDUCATION COMMITTEE

SPRINGFIELD SCHOOL
Macon Way, Crewe CW1 1DR

Tel: (0270) 582446

Required for January 1988, two posts for this school which caters for pupils with severe learning difficulties; age range 2 yrs. to 19 yrs.

ASSISTANT TEACHERS
Post 1 - MAIN SCALE PLUS ALLOWANCE C

Applications are invited from appropriately qualified and experienced teacher who can offer to the *school a high level of commitment* and expertise. It is expected that the successful candidate would demonstrate a proven track record of successful teaching in an all age school and that he/she would be able to offer evidence of curriculum support within school and local and national initiative level.

Post 2 - MAIN SCALE PLUS ALLOWANCE B

Applications are invited from appropriately qualified and experienced teachers who are accomplished in devising individual teaching programmes within relevant curriculum areas. Knowledge and interest in work with pupils who have *multiple handicap* or deviant behaviour would be an advantage. The ability to organise and work as part of a multi-disciplinary team is essential.

Application forms available *(send SAE) from the* District Education Officer, Delamere House, Delamere Street, Crewe CW1 2LL. Closing date 13th November 1987. (22435) 160034

Main Scale Incentive B

BEDFORDSHIRE
EDUCATION SERVICE
CLASS TEACHER
Salary: Main Scale plus B Allowance
SUNNYSIDE SCHOOL FOR CHILDREN WITH SEVERE LEARNING DIFFICULTIES
The Baulk, Biggleswade SG18 0PT
Required for 1st January 1988 for a small group. Experience in planning individual programmes required. Must be prepared to teach across the age/ability range.
How to Apply: By telephone to the Head (Biggleswade 313662).
Bedfordshire is an Equal Opportunities Employer. (22548) 160036

CAMBRIDGESHIRE
COUNTY COUNCIL
(AN EQUAL OPPORTUNITY *EMPLOYER*)
THE MANOR SCHOOL
Wilburton, Ely, Cambs. CB6 3RR
TEACHER (MAIN PROFESSIONAL GRADE + Incentive Allowance B)
Required from Easter, at this *Residential Special School* for children with emotional difficulties and associated with learning difficulties.
Application forms and further details from the Headteacher (sae please). (22601) 160036

BERKSHIRE
BROOKFIELDS SCHOOL
Sage Road, Tilehurst, Reading RG3 6SW
Required for January 1988 Main Scale Teacher plus B *Allowance for teacher of a* group of severely handicapped children on a development curriculum. There are six children in the class with a fulltime helper. Ability to break down skills and knowledge of early language *development an advantage. The* children's ages 7-9 years.
Interested candidates are invited to visit the school.
Please apply to the Headteacher enclosing C.V. and names and addresses of two referees.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
Closing date 16 November.
An Equal Opportunity Employer. (22625) 160036

BERKSHIRE
BROOKFIELDS SCHOOL
Sage Road, Tilehurst, Reading RG3 6SW
Required for January 1988. Main Scale Teacher plus B allowance for teacher of social and home care skills with *senior children on a modified* curriculum.
Interested candidates are invited to visit the school.
Please apply to the Headteacher enclosing C.V. and names and addresses of two referees.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date 16th November.
An Equal Opportunity Employer. (15303) 160036

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
LITTLE HOUSE SCHOOL
Girton, Cambridge CB3 0QD
Required from Easter or earlier if possible. Residential Teacher (Main professional grade + incentive allowance B) able to offer Craft and C.D.T. as a specialist subject at this school for secondary age boys with learning difficulties and additional problems of behavioural/social/emotional needs. The successful applicant will be required to undertake up to 15 hours per week extraneous duties for which the appropriate allowance will be paid. A three bedroom house *is currently available.*
Application form and further details from the Headteacher (sae please) returnable by 13th November 1987. (22611) 160036

DERBYSHIRE
TWO CAN RESOURCES UNIT
COMMUNITY EDUCATION SERVICES FOR DEAF PEOPLE
TUTOR IN CHARGE
Burnham Further Education Lecturer II
COMMUNICATIONS TUTOR
Burnham Further Education Lecturer I - II
Based at Ryecote Centre, Derby. NJC Conditions of Service.
Further details and application form from Services for the Hearing Impaired, Reigate Infant School, Reigate Drive, Derby DE3 4EQ.
Closing date - 21 November 1987.
The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (22523) 160036

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary. (22566) 160036

DONCASTER
YORKSHIRE SCHOOL FOR THE DEAF
Doncaster
Teacher required for January for primary class. Preferably a qualified teacher of the deaf.
This school is committed to a Total Communication policy.
Please phone in the first instance 0302 26994. (10507) 160036

DORSET
WESTBOURNE SCHOOL
R.L. Stevenson Avenue, Bournemouth
Tel: (0202) 761240
Required Easter 1988, teacher for a small group of 12-13 *year* old children with social, emotional and educational difficulties. Main Scale + Allowance B.
This is a readvertisement and previous applicants are still under consideration.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 20th November. Interviews early December. (10566) 160036

DURHAM
COUNTY COUNCIL
TROUTS LANE SCHOOL
Temporary Post (Allowance B)
Applications are invited from suitably qualified teachers for this temporary post at the above-mentioned school for pupils with severe learning difficulties.
Previous experience would be preferred.
Application forms available from the Area Administrative *Officer, County Hall, Durham,* upon receipt of a foolscap stamped addressed envelope to be returned by Friday, 13th November, 1987. (22569) 160036

HAVERING
LONDON BOROUGH OF HAVERING
HAVERING GRANGE SCHOOL
School for Children with Moderate Learning Difficulties
Havering Road North, Romford RM1 4HR
Tel: Romford 41486
(Roll 73)
Headteacher R.K. Bromage
Required as soon as possible a Main Scale teacher, incentive allowance B, to develop the *Physical Education curriculum* in this all age school in addition to classroom responsibilities.
Application forms are available (sae please) from the Director of Educational Services (Ref Staffing/DHT) *Mercury House, Mercury Gdns.*, Romford RM1 3DR.
Closing Date 11th November 1987. (22481) 160036

HERTFORDSHIRE
ST. LUKE'S SCHOOL
Crouch Hall Lane, Redbourn, Herts. AL3 7ET
Group 7(S)
Required for January or April, at this school for children with moderate learning difficulties, a qualified P.E. teacher to be *responsible for P.E. Teaching* throughout the school and Girls Games. The school enjoys excellent sports facilities. An ability to offer drama, music, or community studies would be an advantage.
Salary: Main Scale + B allowance and outer London fringe allowance £309 p.a. Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Application forms and further details are available from the Headteacher, Mrs. M. Pearce, St. Luke's School, Crouch Hall Lane, Redbourn, Herts. AL3 7ET (s.a.e. please). (20498) 160036

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
BROOMHILL BANK SCHOOL
Rusthall, Tunbridge Wells, Kent TN3 0TB
Broomhill Bank is a residential/day school for girls (Roll 90)
GROUP 5S (M.L.D.)
Required from January, 1988, or as soon as possible thereafter:- Teacher (Main *Scale Incentive B + Extraneous* Duty Allowance) an enthusiastic, committed class teacher for a group of girls aged 14 years. The ability to teach MUSIC through the school would be an advantage (but not a necessity for this post). *Candidates should state other* specialist subjects that they are able to teach throughout the school.
Full (or half) extraneous duty will be required. Single Accommodation within the School is available.
Application forms and further details are available from the Headteacher Mr. J.R. Lomas. Please enclose a S.A.E. Prior visits welcome. Tel: Tunbridge Wells 22666. The closing date is two weeks after the appearance of this advert. (22772) 160036

NOTTINGHAMSHIRE
COUNTY COUNCIL
THE SHEPHERD SCHOOL
Harvey Road, Off Beechdale Road, Bilborough, Nottingham NG8 3BB
(roll: 186 (All age)
MATHEMATICS CO-ORDINATOR (Main Scale + Allowance LB)
A class teacher is required for January or earlier if possible in this school for children with severe learning difficulties. Experience with this type of pupils is desirable though not essential.
Application forms and further details are available (s.a.e.) from the Head Teacher at the *School at the above address.*
An Equal Opportunity Employer. (22535) 160036

EDUCATION COMMITTEE
WALKERDENE SCHOOL

DEPUTY HEAD TEACHER

[Group 8 (S)]

Following the first stage of appointments to deputy headships of reorganised special schools to be established in September 1988 in Newcastle upon Tyne, a deputy head post remains vacant. This large, complex new secondary school for up to 175 children, aged 11-19 will cater for the full range of learning difficulty, and will include an extensive facility for 'special care'. *The school will also house a department for children with* emotional and behavioural difficulties and will have a special relationship with a nearby comprehensive school. Walkerdene is to be housed in newly refurbished specialist accommodation.
Application forms and further details are obtainalbe from and returnable to the Director of Education, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 8PU by Friday, 13th November, 1987. (53525)

City of Newcastle upon Tyne
This is an Equal Opportunities Advertisement
Applicants are considered on the basis of their suitability for the post, regardless of ethnic origin, sex, marital status or disability. Suitably qualified disabled applicants with D.R.O. support are guaranteed interviews.

AYCLIFFE SCHOOL
REGIONAL CHILDREN'S CENTRE

HEAD OF EDUCATION

We are looking for an exceptional colleague to take charge of educational provision at Aycliffe. This has been the subject of intensive recent scrutiny, resulting in major restructuring. When fully implemented this provision, which involves a staff of 30 within a pioneering specialist environment, should achieve unparallelled standards of excellence for disordered adolescents.

Aycliffe is the premier national centre for the management, care, assessment and treatment of 156 disordered adolescents between the ages of 8 and 19. The Centre provides a most stimulating though demanding environment for anyone with imagination and flair, who can turn education into a central and creative instrument in all our work with the children.

Candidates must be teachers with higher qualifications in special education or management. They must show evidence or progressive work in mainstream or specialist educational settings and have the qualities to spearhead a major programme of educational change. In return we offer a salary of £19,002 (based on main scale, incentive allowance E and Community Homes Addition) and exceptional opportunities for professional development in a supportive environment.

If you are interested, please telephone or write to me, Masud Hoghughi, Aycliffe School, Copelaw, Newton Aycliffe, DL5 6JB (0325 313366) for further details and application form, which must be returned by 20th November 1987. (63590)

Cleveland County Council

An Equal Opportunities Employer
MIDDLESBOROUGH SECONDARY LEARNING DIFFICULTY SERVICE
Tollesby School, Saltersgill Avenue, Middlesborough, Cleveland, TS4 3JS
(Tel. Middlesborough 815765).

Deputy Head of Service

(Group 7 (S))

Required for Easter, 1988, a well qualified special educator for the above post. The service is based upon Tollesby Schools which is a mixed, secondary, day special school for pupils with moderate learning difficulties.

Application forms and further details obtainable from and returnable to the Head of Service at the school by 13th November, 1987. Applications by letter should include details ofeducation, training, qualifications and experience together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases. 53553

THE BEAUMONT COLLEGE

The Beaumont College is a private residential school and Further Education establishment for students with severe *learning difficulties. It is currently seeking the following person to strengthen its team;*

DEPUTY HEAD TEACHER

A non-residential Deputy Head Teacher is required from April 1988 or sooner if possible. The person appointed will hold an approved qualification within the Special Needs field, have proven experience, and knowledge of curriculum development is essential. Salary approx. £14,000 p.a. depending on qualifications and experience.

For application form and job description please contact: Mrs Pd Beech (Principal) Beaumont College, Burston, Diss, Norfolk. Tel: 0379 741562

Closing date for return of completed forms, 3 weeks from the appearance of this advertisement. 53592

DORTON HOUSE SCHOOL ROYAL LONDON SOCIETY FOR THE BLIND

TEACHER OF COMPUTER STUDIES AND INFORMATION TECHNOLOGY

INCENTIVE ALLOWANCE C

*An experienced teacher of computing/information technol*ogy is required in January 1988 at this regional school for blind and partially sighted children. The school is uniquely well equipped with computing facilities in each classroom; a separate computer room is under development with additional specialist devices for blind and partially sighted students. Courses are organised to GCSE level at present but considerable scope exists for further development of academic and vocational skills. In addition the person appointed would have responsibility for some in-service training of teaching staff in the classroom use of computers.

This post offers an exciting challenge to an enterprising and imaginative teacher; it attracts incentive allowance 'C'. Previous experience with the visually impaired is desirable, but not essential.

Applicants may obtain further details, and application forms from the Headmaster, Dorton House School, Seal, Sevenoaks, or telephone Sevenoaks 61477. (63568)

SPECIAL EDUCATION
continued

OXFORDSHIRE
COUNTY COUNCIL
In conjunction with Berkshire County Council
SMITH HOSPITAL SCHOOL
Fairmile, Henley-on-Thames, Oxon RG9 6AD
Required from January 1988, an enthusiastic teacher to work with a small group of autistic and emotionally disturbed children with severe learning difficulties. The School's curriculum provides for individual and structured programmes. Experience in this field and specific interests such as music would be an advantage.
The successful applicant would initially work at Smith School but on closure of Smith Hospital, transfer to a new unit in Reading.
Application forms available from the school on receipt of SAE + brief curriculum vitae.
An Equal Opportunity Employer. (20367) 160036

OXFORDSHIRE
COUNTY COUNCIL
BISHOPSWOOD SPECIAL SCHOOL
Horsepond Road, Gallowstree Common, Reading RG4 9BT
Required for January 1988 a teacher (MPG + B allowance) for this school for children with severe learning difficulties age 2 to 16. The initial post is for an infant class. This is a challenging post which will require an imaginative and flexible teacher.
Applicants with special or primary school expertise will be considered.
Application forms and further details available from the Headteacher (SAE essential), to be returned as soon as possible.
An Equal Opportunity Employer. (20364) 160036

SOLIHULL
EDUCATION COMMITTEE
FOREST OAK SCHOOL
Lanchester Way, Castle Bromwich, Birmingham B36
TEMPORARY 1 YEAR TEACHING APPOINTMENT Main Professional Grade Plus Incentive Allowance B
Required from January, 1988, at this School for pupils with moderate learning difficulties, a TEACHER OF WOODWORK AND GENERAL SUBJECTS.
Application forms and further details from the Head Teacher, Tel: 021-748 3411.
Closing date the 12th November, 1987.
(22533) 160036

SURREY
EDUCATION COMMITTEE
CLAYBOURNE SCHOOL
Woburn Hill, Addlestone, Weybridge, Surrey
Main Scale plus Incentive Allowance Rate B £1,002 formerly Scale 1 + SSA and Scale 2(S)
Two teachers required for January 1988 or as soon as possible thereafter at this school which caters for the needs of children who have moderate learning difficulties.
1) To take a small Reception Group. The ability to introduce a behaviour modification programme and to offer some musical activity would be an advantage.
2) Class teacher for a group of 11-12 year old children. An enthusiastic person with the ability to be innovative across the curriculum is looked for.
Application forms and further details from the Headteacher. Tel: Chertsey 62326. (20373) 160036

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
Community Education Department
1. TEACHER Main Scale + B Allowance. To work with groups in the middle age range.
2. TEACHER Main Scale + B Allowance. To work in the Leavers Department.
Required to commence as soon as possible at Penkford Special School (for pupils aged 5-16) Wharf Road, Newton-le-Willows, Merseyside WA12 9XJ.
Application forms and further details are available from the Head Teacher, to whom applications should be returned by 13th November, 1987.
An Equal Opportunity Employer. (22662) 160036

SUSSEX
HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Walpole Road, Brighton BN2 2ET
Tel: 0273 682362
Qualified Teacher of the Deaf required for January or April. Incentive Allowance B.
Applicants should be able to use Total Communication or be prepared to learn.
Applications as soon as possible to the Principal. (22674) 160036

Main Scale

BUCKINGHAMSHIRE
COUNTY COUNCIL PARK SCHOOL
Bierton Road, Aylesbury, Bucks. HP20 1EE
Acting Headteacher: B.H. Black
Roll: 103 pupils
Main Grade
Required January 1988, an experienced Teacher for Language Development throughout the age range, at this school for children with severe learning difficulties. Proven experience of working within a Special School environment essential. An attractive relocation package including mortgage assistance is available in approved cases.
Application form and further details may be obtained by contacting the Acting Headteacher at the school on Aylesbury (0296) 23507. Tel: Aylesbury (0296) 23507. (22726) 160040

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HUNTINGDON AREA
SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambs.
Required for January 1988 either:- (A) An experienced teacher (Main Professional Grade) to work with a class of 12 and 13 year old pupils experiencing moderate learning difficulties. A sound background in the teaching of basic subjects necessary and the ability to offer Science and/or Games/PE an advantage. or (B) Two part-time teachers (equivalent to full-time) who can offer subject expertise in one or more of the following:- Home Economics, Dance and Drama, Music.
Colleagues with successful experience in Primary or Secondary Education are encouraged to apply.
Further information and application forms from the Headteacher (SAE please). (22609) 160040

DEVON
Please see main advertisement on Page 53. (22661) 160040

GLOUCESTERSHIRE
COTSWOLD CHINE HOME-SCHOOL
Box, Nr. Stroud, Glos. GL6 9AG
This Rudolf Steiner Special School for children with emotional and behavioural difficulties is seeking a Class Teacher for seven 10-11 year olds.
The successful candidate will be someone who possesses a sense of humour, resourcefulness, a teaching qualification and knowledge of, or interest in, Rudolf Steiner Waldorf education.
Starting salary: £7,600.
Tel: 045 383 2398 for further information. Informal visits welcome by arrangement or write with c.v. to the Secretary. (15304) 160040

HARROW
EDUCATION COMMITTEE
ALEXANDRA SCHOOL
Alexandra Ave., South Harrow, Middx.
Tel: 01-864 2739
Required for January 1988, an enthusiastic and committed teacher to work with small groups of adolescents at this all age purpose built day special school for pupils with emotional and behavioural difficulties. The successful candidate should be prepared to offer a measure of good generalist expertise together with a subject specialism to GCSE level. The following curricular areas are of particular relevance although others would also be of value.
1. Maths/Computer applications across the curriculum
2. Science/Technology
3. Social and environmental studies
Outer London Allowance Payable.
Application forms from and to be returned to Headteacher by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (22442) 160040

HARROW
EDUCATION COMMITTEE
ALEXANDRA SCHOOL
Alexandra Ave., South Harrow, Middx.
Tel: 01-864 2739
Required for January 1988 qualified and suitably experienced teacher to work with small groups (juniors) at this all age day special school for children with emotional/behavioural difficulties. A sound background in language development and mathematics is essential as well as a subject specialisation to middle school level. The school affords a high priority to the successful mainstream integration of special educational needs and close links are maintained with the local school community.
Outer London Allowance Payable.
Application forms from and to be returned to Headteacher by 11 November 1987.
Please enclose stamped addressed envelope.
Harrow is an Equal Opportunities Employer. (22443) 160040

HERTFORDSHIRE
LAKESIDE SCHOOL
Lemsford Lane, Welwyn Garden City
Tel: 327410
Required for January, 1988, or as soon as possible, a lively and enthusiastic teacher, Main Scale, + Allowance B, for this all-age special school for children with severe learning difficulties.
The post is initially in the Senior Section of the School, but willingness to work in any area is essential.
Applications would be welcomed from those having an interest and flair in Art/Craft/Display; a commitment to youngsters with learning difficulties; a readiness to contribute to curriculum development and a willingness to fully participate in the whole life of the School.
Application forms and further details available on receipt of an sae (foolscap).
Generous removal expenses payable, including mortgage subsidy, in approved cases.
Fringe allowance of £309 p.a. payable. (22432) 160040

WEST DEVON
CHELFHAM SENIOR SCHOOL
An enthusiastic, caring teacher required, to teach general subjects to small groups of senior boys experiencing a range of learning and behavioural difficulties. Being able to offer Science and/or Maths and/or Remedial, certainly an advantage. Salary in accordance with nationally recognised Teachers Scale.
Please apply in writing to the Headteacher, Chelfham Senior School, Bere Alston, Yelverton, Devon. (10510) 160040

NORTHAMPTONSHIRE
NORTHAMPTON GREENFIELDS SCHOOL
Harborough Road, Northampton NN2 8LR
Required for January, two lively and enthusiastic teachers of class groups in this senior school for pupils with severe learning difficulties.
POST 1: To take responsibility for the leavers programme and the curriculum area of living skills throughout the school. A commitment to the role this post will play in equipping our youngsters to take their place in the community is vital. The person appointed will be expected to continue close links already forged with the College of Further Education, offering link courses to the majority of our pupils.
POST 2: To take responsibility for environmental science throughout the school. An added interest in D.I.Y. as an education topic would be appreciated. Environmental science is a relatively new area in our curriculum and there is scope for an innovative approach.
Both posts require teachers who will show a willingness to contribute to curriculum development and participate in the whole life of the school.
Please send a SAE for application form and further details to the Headteacher. Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (22528) 160040

Independent Senior Schools Headships

SHIPLAKE COLLEGE
Henley-on-Thames
Oxon
HEAD
The Governors of Shiplake College invite applications for the headship which will become vacant in September, 1988, on the appointment of Mr P.H. Lapping as Headmaster of Sherborne School.
Candidates must be University graduates and members of the Church of England. Preference will be given to candidates between the ages of 30 and 50.
Particulars of the post and the method of application may be obtained from the Clerk to the Governors, Shiplake College, Henley-on-Thames Oxon, RG9 4BW.
Closing date for applications is November 27, 1987. (63567)

ORCHARD HILL FURTHER EDUCATION UNIT
Queen Mary's Hospital
Carshalton, Surrey.
Required January 1988 or as soon as possible thereafter
QUALIFIED TEACHERS – LECTURERS GRADES I and II
for the profoundly mentally handicapped.
You will join an established team of teachers and support staff who work with a multi-disciplinary team, providing education for profoundly mentally and/or physically handicapped young adults aged 19 years and above.
The Unit is housed in newly converted premises in the grounds of the hospital.
Further Education salaries and conditions of service apply.
The posts are: Lecturer II (to act as deputy to the Lecturer-in-Charge) – £8,595 to £13,656 plus £795 London Allowance. Lecturer I – £6,843 to £11,865 progressing to £13,656 plus £795 London Allowance. (A pay award for 1987 is pending).
Application form and further details from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (s.a.e. please). Tel: 01-661 5741.
AN EQUAL OPPORTUNITY EMPLOYER. (53308)
LONDON BOROUGH OF **SUTTON**

Social Services Department
Instructor
RUSTINGTON TRAINING CENTRE
Salary: £7,659 - £9,051 p.a.
Rustington Centre is an Aduk Training Centre for people with a mental handicap, with a Special Care Unit attached. The Unit provides a comprehensive programme to develop people with special needs and limited ability in order to help them to gain greater independence.
We are seeking a qualified person holding the Diploma in Training and Further Education of Mentally Handicapped Adults, the Certificate in Social Services (with an appropriate module), or the Certificate of Qualification in Social Work. A Teaching Diploma and appropriate experience in a school setting could be accepted.
You will be required to carry out the existing programme and to introduce new aspects of the education programme operating within the Centre.
For an informal discussion contact Mr. Taylor, Manager, on Rustington 772765.
Application form and job description available from the Director of Social Services, Grange Block, Tower Street, Chichester, West Sussex PO19 1QT or by telephoning Nicola Powell on Chichester 777872.
Closing date: 20th November, 1987. (53581)
west sussex

THE SHAFTESBURY SOCIETY
a Christian caring charity
In partnership with the London Borough of Bromley, the Society is developing
A PILOT INTENSIVE EDUCATION PROJECT
for severely handicapped children aged 2-7 yrs. A training programme is planned for **TWO EXPERIENCED STAFF** commencing Autumn '87 for 2 yrs. The project opens '89.
We are looking for **qualified teachers, physiotherapists, occupational therapists or nursery nurses** with a Christian commitment, who are looking for an exciting new challenge and are experienced in dealing with severely handicapped children. Professional salaries payable whilst training.
Details: Personnel Officer, The Shaftesbury Society, 2a Amity Grove, London SW20 0LH. 01-946 6635. (63608)

ST. COLUMBA'S COLLEGE DUBLIN
APPOINTMENT OF WARDEN (PRINCIPAL)
Applications are invited for the post of Warden as from 1st August, 1988. It is intended to make an appointment early in 1988 and the closing date for applications is 20th November, 1987.
St. Columba's College is a Church of Ireland co-educational secondary boarding school, with a number of day pupils, the present numbers being about 300. The Warden is a member of the Headmasters' Conference. Details concerning the school can be found in the Independent Schools' Year Book.
Application Forms, particulars of salary and further information about the post may be obtained from:
The Secretary to the Fellows, St. Columba's College, Whitechurch, Dublin, 16. Republic of Ireland. (63970)

INDEPENDENT EDUCATION
continued

Deputy Headships (Inc. Second Masters/Mistresses)

CHESTER
THE QUEEN'S SCHOOL
City Walls Road, Chester CH1 2NN
Tel: 312078
The post of DEPUTY HEAD will become vacant in September, 1988 on the retirement of the present holder. Applications are invited from well qualified, experienced graduate teachers. Salary - Deputy Head Group 9.
Apply by letter to the Head Mistress at the school, giving full details of qualifications and experience, the teaching subject offered and the names and addresses of two professional referees. Further particulars about the post will be sent on request.
(20405) 180012

By Subject Classification

Art and Design

Heads of Department

NORTHAMPTONSHIRE
OUNDLE SCHOOL
HEAD OF ART
A well qualified and experienced teacher is required for the post of Head of Art at Oundle School from September 1988. The Department has an outstanding record of success at 'O' and 'A' Level, good facilities and the opportunity for involvement across a wide range of school activities.
Accommodation is available for a bachelor or married person.
Further details may be obtained on request.
Applications should be sent to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, together with full curriculum vitae and names and addresses of two referees. (20858) 181218

Other Assistants

ESSEX
LOUGHTON SCHOOL
Accredited by Independent Schools Joint Council
Required in January teacher to teach Art and Graphical Communications up to G.C.S.E. standard (LEAG).
Salary Scale 2. Outer London Allowance. Government Superannuation.
Small classes.
Applications to: Headmaster, Loughton School, 78 High Road, Loughton, Essex. Tel: 01-508 3512. (22783) 181224

WORCESTERSHIRE
A well-qualified and experienced Teacher of Art is required from January or September, 1988, to teach to 'O' and 'A' level. The post can be resident. A commitment to out of school activities is required.
Applications with curriculum vitae should be sent to the Headmistress, Lawnside, Great Malvern WR14 3AJ, together with names and addresses of two referees. (22574) 181224

HEREFORD AND WORCESTER
MALVERN COLLEGE
Required for September 1988 an enthusiastic teacher specialising in print-making to join a strong and thriving Art Department and to contribute to the teaching of Art throughout the school, working as part of a team of four.
An interest in the broader aspects of a boarding school education is essential.
School accommodation may be available. Own salary scale above Baker.
Application, together with curriculum vitae, details of extra-curricular interests and names and addresses of two referees, should be addressed to the Headmaster, Malvern College, Malvern, Worcestershire WR14 3DF from whom further details may be obtained.
(22419) 181224

Economics & Business Studies

Heads of Department

GUERNSEY
ELIZABETH COLLEGE
Guernsey
670 Boys
For January 1988 graduate needed to be Head of Economics, also to teach History for GCSE and 'A' level. Currently 4 Sixth Form sets prepare for Economics at 'A' level. Help with games and other activities welcomed.
Salary according to experience. Assistance with removal costs.
Preference will be given to suitable candidates having Guernsey residential qualifications.
Curriculum vitae with names, addresses and phone numbers of two referees to the Principal and marked 'Economics Vacancy' on the envelope. (20865) 182218

Other Assistants

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required in September 1988 for one year, a graduate to teach A Level Economics in a strong department. There are about 90 boys studying the subject in each sixth form year.
Dulwich has its own salary scales which are above Baker and include the Inner London Allowance. Accommodation may be available for a single person.
Applications should be made by letter to the Master enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. Further particulars are available on request.
(22407) 182224

SHROPSHIRE
SHREWSBURY SCHOOL
BUSINESS STUDIES
Shrewsbury School requires in September 1988, a graduate to teach Business Studies in a well established department with 50-60 Sixth Form A level candidates.
The successful applicant is likely to be a graduate in Business Studies or Management Science or one with Business experience.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to The Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained.
(20898) 182224

English

Heads of Department

SHROPSHIRE
SHREWSBURY SCHOOL
HEAD OF ENGLISH
Shrewsbury School requires in September 1988 a Head of English to lead a large and strong department.
Accommodation is available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to The Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA from whom further details may be obtained.
(20897) 182418

SURREY
ST. JOHN'S SCHOOL
Leatherhead
450 Boys Day & Boarding HMC
150 in Sixth Form, which will include girls from 1989 or 1990
HEAD OF ENGLISH
An experienced, well qualified graduate is required for September 1988 to lead successful thriving Department. As Head of English, he or she will be responsible for the teaching of the subject throughout the age range 13-18, including 90+ GCSE candidates and 20-30 'A' level candidates each year. Help with sport and other extra curricular activities is expected at St. John's. Single accommodation is available. St. John's has its own salary scale.
Applications with c.v. and names and addresses of two referees should be sent to: The Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP. (20459) 182418

Other Assistants

BEDFORD
BEDFORD SCHOOL
Required for September 1988 a graduate to teach ENGLISH. The post might best suit a young teacher anxious to begin his/her career within a well-equipped and successful department, or a teacher looking for a new challenge within such an ambience. An interest in Drama would be an advantage: the School has its own Theatre, and runs GCSE and Sixth Form courses in Drama.
The successful applicant will share fully in teaching to all levels, including GCSE (100% course work in both English and English Literature), Advanced Level and University Entrance work. He/she will also form a vital part of the School's innovative Sixth Form Skills course. He/she will also be expected to play a full part in the extra-curricular life of the School. Harpur Salary Scale (Baker plus).
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and the names of two referees. (22784) 182424

GUERNSEY
ELIZABETH COLLEGE
Guernsey
670 Boys
For January 1988 graduate needed to teach English for GCSE and 'A' level. Help with Games and other activities welcomed.
Salary according to experience. Assistance with removal costs.
Preference will be given to suitable candidates having *Guernsey residential qualifications.*
Curriculum vitae with names, addresses and phone numbers of two referees to the Principal and marked 'English Vacancy' on the envelope. (20866) 182424

LONDON SW1
Required for January 1988, experienced English teacher to A-level. (Some Junior French). Scale 1.
Apply with C.V. and refs. to: Headmistress, Hellenic College, 67 Pont Street, London SW1X 0BD, Tel: 01-581 5044. (16536) 182424

OXFORDSHIRE
RADLEY COLLEGE
Require, in September 1988, a good honours graduate to teach ENGLISH throughout the school. Particularly suitable for someone seeking his or her second teaching post, though first post candidates will be considered.
Applications, with full c.v., names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire OX14 2HR from whom further details may be obtained.
(20637) 182424

STAFFORDSHIRE
ABBOTS BROMLEY (SCHOOL OF S. MARY & S. ANNE)
Rugeley, Staffs. WS15 3BW
Tel: 0283 840232
A Woodard Boarding/Day school for girls
Required for one or two terms from January 1988. Graduate to teach English to GCSE and 'A' level. Accommodation available.
Applications to the Headmistress, as soon as possible. (22415) 182424

Geography

Other Assistants

LONDON N2
An excellent opportunity for a full days pay for afternoon teaching only (3¼ hours) to teach Geography up to and including G.C.S.E.
We are an independent Boys Schoo in North West London.
Apply in writing with full C.V. and references to the Headmaster, Pardes House Grammar School, 250 East End Road, London N2 8AU. (15306) 182624

MIDDLESEX
HARROW SCHOOL
A young, enthusiastic graduate is required for September 1988 to teach Geography throughout the School, including 'A' Level. Commitment to fieldwork and an interest in developing the computer and satellite facilities in the newly-opened departmental building would be welcomed.
A willingness to play a full part in the life of boarding school is essential. Harrow has its own salary scale, above Burnham, and accommodation is provided.
Applications, with curriculum vitae, quoting three referees should be sent to The Head Master, Harrow School, Harrow on the Hill, from whom further details are available. (22586) 182624

NORTHAMPTONSHIRE
OUNDLE SCHOOL
Required for September 1988 a Geography graduate to teach at all levels of the School up to Oxbridge entrance. The successful candidate will also be fully involved in both the development and teaching of G.C.S.E.
Accommodation is available to both married and unmarried staff.
Further details may be obtained from the School.
Applications, including the names of two referees, should be sent to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN. (20870) 182624

History

Other Assistants

BERKSHIRE
ETON COLLEGE
HISTORIAN
Required for September 1988 to teach throughout the school. The Head Master is looking for a high-powered recent graduate or someone moving from a first job. Some History of Art teaching could be offered, but candidates without that special interest are at no disadvantage.
Eton has its own salary scale and accommodation is provided.
Further details available from the Head Master, Eton College, Windsor, Berkshire SL4 6DW, to whom applications should be sent. (22430) 182824

BRISTOL
BADMINTON SCHOOL
Bristol
G.S.A. 350 girls 7 - 18, boarding and day
HISTORY/CAREERS
A stimulating History graduate, man or woman, is required in January (or later) to teach up to University entrance level and to co-ordinate Careers in the Senior School. Sympathy with boarding school values essential and experience with computers an advantage. Baker Scale plus Incentive Allowance.
Please apply to the Headmaster in writing with full details and two referees. (22406) 182824

EDINBURGH
THE EDINBURGH ACADAMY
Required for April or September 1988, a Graduate to teach History, capable of coaching rugby at 1st or 2nd XV level. Ability to teach Politics or Economics would be an advantage.
Details from the Rector, The Edinburgh Academy, 42 Henderson row, Edinburgh EH3 5BL. Application by November 14th, 1987. (22747) 182824

SURREY
CHARTERHOUSE
Well-qualified and experienced HISTORIAN required to teach at all levels through the school from September 1988, and to become Head of Department within 2 years of appointment. An interest in Early Modern or Late Modern period would be an advantage.
Applications, with c.v. and names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20467) 182824

Home Economics

Other Assistants

BRIGHTON
BRIGHTON COLLEGE
Requires for September 1988 a qualified teacher of HOME ECONOMICS to start a new department offering G.C.S.E. and A-level courses as the College becomes fully coeducational. Candidates for this challenging post should be able to offer teaching in some other subject as well as help with girls' games, and an interest in the pastoral side. The College operates its own Salary Scale.
Please reply in writing to: The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL with a c.v. and names of two referees. Further details can be obtained on request.
(10520) 183024

Mathematics

Other Assistants

BUCKINGHAM
STOWE SCHOOL
Buckingham
Required for Summer Term 1988, a MATHEMATICIAN to teach throughout the school.
Applications should be sent to The Headmaster, Stowe School, Buckingham MK18 5EH, supported by the names of two referees. Further information is available upon request. Tel: 0280 813164. (10501) 183424

ST. BEES SCHOOL
(H.M.C; Co-educational; 400 pupils aged 11-18)
HEAD OF MATHEMATICS
Required for September 1988 a good honours GRADUATE to take over a department with a successful tradition of preparing candidates for Further Mathematics at 'A' level and the Oxbridge examinations.
A full commitment to the life of a boarding school is essential and the ability and willingness to make a strong contribution to sporting and extra-curricular activities will be most advantageous. Own salary scale.
Apply with curriculum vitae and the names of two referees to:
The Headmaster,
The School House,
St. Bees,
Cumbria CA27 0DU
(Tel: 0946 822263). (63917)

Bedford High School
GSA – 1052 Girls (Day and Boarding)
SENIOR TEACHER
Required from 21st April 1988 or 1st September 1988, to work under the Deputy Head, and to be responsible for the administration, organisation and discipline of the Senior School (11 to 18 age group). This is a new post. The successful candidate will be expected to co-ordinate the work of the Year Heads, and to teach her/his subject to GCSE and A level standard (French or English particularly useful).
Salary, Harpur Scale. (Enhanced Baker Scale, with Senior Teacher Incentive Allowance.)
Apply with full curriculum vitae, names and addresses of two referees, before closing date of Wednesday 11th November 1987 to:
The Headmistress
Bedford High School
Bromham Road
Bedford
MK40 2BS
(63916)

KIRKHAM GRAMMAR SCHOOL
LANCASHIRE
(Independent Co-educational Day/Boarding School)
480 pupils
GRADUATE TEACHER OF GEOGRAPHY
required for JANUARY, 1988 (Main Professional Grade according to qualifications and experience). Able to teach physical geography to A-level.
Residence within boys boarding house desirable and assistance with games (particularly cricket and rugby). Other extra curricular activities important.
Apply immediately by letter and curriculum vitae to The Headmaster, Kirkham Grammar School, Ribby Road, *Kirkham, Nr. Preston, Lancs.* PR4 2BH. Please give details of contact telephone number and the names and addresses of two referees. (63606)

WARWICKSHIRE
THE KINGSLEY SCHOOL, LEAMINGTON SPA
TEL: (0926) 25127
G.S.A. Independent day/boarding school: 427 pupils, aged 4-18 years
MATHEMATICS TEACHER
Required for the Spring term 1988, a well qualified and enthusiastic teacher of Mathematics to teach the subject throughout the school to Intermediate and Higher levels G.C.S.E.
The ability to teach Computer Studies for G.C.S.E. in the sixth form is also required.
This full-time position is for one term only in the first instance to cover for maternity leave but there is a possibility that it may become permanent.
Salary: Baker Main Scale.
Please apply in writing to the Headmistress, The Kingsley School, Beauchamp Avenue, Leamington Spa, CV32 5RD, with curriculum vitae, names, addresses and telephone numbers of two professional referees. (60653)

INDEPENDENT EDUCATION

continued

CUMBRIA

ST. BEES SCHOOL
(H.M.C.; Co-educational; 400 pupils aged 11-18)
Required for September 1988 a good honours GRADUATE to teach MATHEMATICS up to 'A' level. A suitably qualified candidate could be offered a share of the teaching for Further Mathematics and the Oxbridge examinations.

A full commitment to the life of a boarding school is essential and the ability and willingness to make a strong contribution to sporting and extra-curricular activities will be most advantageous. Own salary scale.

Apply with curriculum vitae and the names of two referees to: The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (Tel: 0946 822263). (16788) 183424

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex
(800 girls: Senior Department 610)
Required in January Full-time Graduate MATHEMATICIAN to teach throughout the 11-18 years age range in a department of 5. The ability to teach Computing would be welcome but is not essential. Salary above Baker.

Apply to the Head Mistress, with curriculum vitae and names of two referees. (20329) 183424

NORTHAMPTONSHIRE

OUNDLE SCHOOL
MATHEMATICIAN

Required for September 1988, a well qualified graduate to teach Mathematics throughout the School, up to and including 'A' Level and Oxbridge entrance.

The Department has a rapidly increasing provision of BBC micros for the teaching and study of Mathematics and for project work.

Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees, should be sent to The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, from whom further details may be obtained. (20878) 183424

OXFORDSHIRE

RADLEY COLLEGE

Require a good honours graduate to teach MATHEMATICS throughout the school in September 1988.

Applications, with full c.v., names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire OX14 2HR, from whom further details may be obtained. (20638) 183424

STAFFORDSHIRE

ABBOTS BROMLEY (SCHOOL OF S. MARY & S. ANNE)
Rugeley, Staffs. WS15 3BW
A Woodard Boarding School for Girls
G.B.G.S.A., G.S.A.
Required for January 1988, graduate to teach Mathematics throughout the school. Ability to offer Computer Studies an advantage. Accommodation available for single person.

Applications in writing should include full C.V. with names & addresses of two referees. (22414) 183424

SURREY

CHARTERHOUSE
Required for September 1988 a MATHEMATICIAN to teach at all levels. Expertise in a particular branch of Mathematics an advantage.

Applications, with c.v. and the names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20456) 183424

Modern Languages

Other Assistants

DORSET

MILTON ABBEY SCHOOL
285 Boys, all boarders
Required for September 1988, a young vigorous graduate to teach Spanish to A-level and French to G.C.S.E. Must be eager to play a full part in other areas of school life.

Apply in writing with full c.v. including the names, addresses and telephone numbers of three referees, to The Headmaster, Milton Abbey School, Blandford Forum, Dorset DT11 0BZ. (20415) 183624

ESSEX

Qualified teachers needed to teach languages to Executives. All languages required, in particular French, German, Spanish, Arabic & Japanese.

Apply with CV to Business Languages, 95 Coppice Row, Theydon Bois, Essex CM16 7DW or phone 037-881 2079 for details. (22579) 183624

HAMPSHIRE

Required for January 1988 a qualified and experienced teacher of French to GCSE Level. Salary as National Scale. Apply with C.V. and the names and addresses of two referees to the Headmistress, Wykeham House School, East Street, Fareham, Hants. PO16 0BW, as soon as possible. (22587) 183624

LOUGHBOROUGH

LOUGHBOROUGH HIGH SCHOOL
(Independent School, G.S.A., participating in the Assisted Places Scheme, 530 girls, 130 in the VIth form)
REQUIRED for January 1988, if possible, a full time graduate teacher of French to teach the subject throughout the school. Initially the post would be temporary but there is every possibility it could become permanent. The French department is lively and successful and French is chosen by many in the VIth form. Salary: above the new national scale.

Letters of application (no forms), enclosing curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible. (20489) 183624

LONDON SW1

Southbank - The American International School requires immediately a part-time teacher of NORWEGIAN up to International Baccalaureate level for native speakers of the language. Southbank AIS is a small friendly international school for pupils aged 11 to 18.

Apply, with names of two referees to the Headmaster, 55 Eccleston Square, London SW1V 1PH. (22581) 185724

MANCHESTER

WILLIAM HULME'S GRAMMAR SCHOOL
Spring Bridge Road, Manchester M16 8PR
(HMC/Independent)
Required from MID NOVEMBER 1987 to JUNE 1988 a well qualified graduate to teach FRENCH full-time throughout the School including 'A' Level. Salary: Main Scale at appropriate point depending on qualifications and experience.

Applications with c.v. and the names and addresses of two referees to the Head Master as soon as possible. (22668) 183624

WARWICKSHIRE

WARWICK SCHOOL
(H.M.C.: Assisted Places: 800 boys, 11 - 19 years)
Required for January 1988, a graduate teacher of French and German. The post could be either temporary for two terms or permanent, part-time or full-time for either or both languages.

The Department consists of seven full-time linguists with purpose-built premises.

Salary in accordance with Teachers' Pay (1987) plus Warwick School allowance.

Applications, enclosing c.v. and names and addresses of two referees should be sent to the Headmaster by 16th November. Warwick School, Myton Road, Warwick CV34 6PP. Tel: 0926 492484. (22409) 183624

SAINT FELIX SCHOOL
SOUTHWOLD, SUFFOLK
Independent Boarding School – 360 girls 11-18

Required for September 1988 –

HEAD OF BOARDING

Applications are invited for this newly-created resident post from committed members of staff who have had sound experience of residential work in schools. This is a post of major responsibility within the school, and commands a substantial salary. The successful applicant will be a member of the Senior Management team, and will be required to run a house for girls aged 11-17.

Full details of the post may be obtained from the Headmistress.

Applications should be made to the Headmistress, enclosing a c.v. and the names, addresses and telephone numbers of 3 referees. Closing date for applications: 14th November. 53360

NORFOLK

HETHERSETT OLD HALL SCHOOL
Norwich
Boarding and Day School for Girls 8-18
G.B.G.S.A., G.S.A.
TEACHER OF FRENCH AND GERMAN
Required in a lively department to teach to GCSE and 'A' level.

This post is temporary in the first instance to cover maternity leave from the end of January, or as soon as possible.

A full time appointment is preferred, but part time in either subject would be considered. There is the possibility of a suitable applicant being considered for the full time post of Head of Department in due course; (main scale plus allowance).

Applications and CV to the Headmistress as soon as possible. (22501) 183624

ROME

St. George's English School seeks Modern Languages teacher - please see Overseas Section. (16564) 183624

Music

Heads of Department

SURREY

CHARTERHOUSE
HEAD OF BRASS
This full time appointment will become vacant in September 1988.

We are looking for an accomplished performer on one of the orchestral brass instruments, an experienced teacher on all brass instruments and a person with conducting experience.

Applications, including c.v. and the names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20468) 183818

Other Assistants

HERTFORDSHIRE

WATERSIDE SCHOOL
Hassobury House, Hazel End, Bishop's Stortford CM23 1HE
Required for January, 1988, part time teachers of

1. Clarinet/Saxophone/Recorder. Approximately 12 hours teaching per week. Willingness to coach several wind ensembles an advantage.

2. Part time class music teacher required for the Pre-Preparatory Department. Pianist essential.

Please apply in writing to The Director of Music with curriculum vitae and referees. (10502) 183824

Pastoral

Heads of Department

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield HP9 2BS
Tel: (04946) 5114
RESIDENT HOUSEMISTRESS wanted for January 1988 if possible, to take charge of a house of boarders aged 12-16 years. The post requires a lively outlook on life, plenty of common sense and some experience with adolescent girls.

Apply to the Headmistress, with full C.V. and include names and addresses of two referees. (10504) 184018

Physical Education

Other Assistants

BROMLEY

BASTON SCHOOL FOR GIRLS
Hayes, Bromley BR2 7AB

Required in January 1988, qualified full-time teacher of Physical Education with specialities in Netball, Athletics, and Swimming. The successful applicant will be required to teach throughout the school from top infants to 6th form level.

Salary - Baston Scale (related to Government Scale).

Applications in writing enclosing CV and names and addresses of two referees to the Headmaster. (35490) 184224

LIVERPOOL

Games in Lower and Upper Schools
See Liverpool College under 'Preparatory Schools'. (22518) 184224

MIDDLESEX

PHYSICAL EDUCATION
Required in January 1988 to cover Maternity Leave, full-time or part-time specialist to teach Physical Education throughout the school.

Apply immediately in writing to: The Headmistress, St. Catherine's Senior School for Girls, Cross Deep, Twickenham TW1 4QJ, enclosing a s.a.e. (20306) 184224

Religious Education

Other Assistants

OXFORD

HEADINGTON SCHOOL
Oxford
Graduate(s) to teach Religious Education part-time for the Spring and Summer terms, some Junior classes, some G.C.S.E., some A Level and some general R.E. at Vth form level. Maximum of 16 lessons.

The post could be shared.

Apply with c.v. and names of referees to the Head Mistress, Headington School, Oxford OX3 7TD. (22456) 184424

LONDON SE26

SYDENHAM HIGH SCHOOL
G.P.D.S.T.
RELIGIOUS EDUCATION
Required for January 1988. Teacher to be responsible for the teaching and organisation of Religious Education throughout the School to G.C.S.E. and 'A' and University entrance level etc.

Baker Scale with Inner London Allowance.

Please apply in writing to The Headmistress, Sydenham High School, G.P.D.S.T., 19 Westwood Hill, London SE26 6BL, with c.v. in full copies of testimonials and names of two referees. (20378) 184424

Science

Heads of Department

CLWYD

RUTHIN SCHOOL
Required for January 1988 a BIOLOGY teacher to take charge of small department and to teach the subject to G.C.S.E. and A level. Commitment to extracurricular life of boarding school essential.

Further details from the Headmaster, Ruthin School, Clwyd LL15 1EE. Tel: 08242 2543. Closing date for applications 6th November. (20421) 184818

LANCASHIRE

ARNOLD SCHOOL
Blackpool
(HMC)
HEAD OF CHEMISTRY
A graduate is required for September 1988 to lead and co-ordinate the work of a strong Department. The subject is taught throughout the School up to and including Oxbridge entrance. Salary according to experience.

An ability and willingness to make a significant contribution to sporting and extra-curricular activities will be most advantageous.

Apply in writing to the Headmaster, Arnold School, Blackpool FY4 1JG with curriculum vitae, names, addresses and telephone numbers of two referees. (22563) 184818

Other Assistants

LONDON SW1

Required for January 1988. Biology teacher to A-level. (Careers work an advantage).

Apply with c.v. and refs: Headmistress, Hellenic College, 67 Pont Street, London SW1X 0BD. Tel: 01-581 5048. (20550) 184824

SURREY

TORMEAD SCHOOL
Guildford
Independent G.S.A., G.B.G.S.A.
CHEMISTRY GRADUATE
Required for January 1988 or as soon as possible thereafter. Applicants should also be qualified and/or experienced techers.

The vacancy is for a permanent full-time teacher of Chemistry to share in the teaching of this subject throughout the school to 'A' level but part-time temporary teachers able to teach some of this range would also be considered for the Spring and Summer terms.

Salary: National Main Scale plus London Fringe Weighting. This is a re-advertisement. Previous candidate need not re-apply as their particulars will be carried forward.

Please apply in writing with full curriculum vitae and the names of two referees to the Headmistress, Tormead School, Cranley Road, Guildford GU1 2JD, as soon as possible. (20414) 184824

HEREFORD AND WORCESTER

MALVERN COLLEGE

A graduate is required in September 1988 to teach Chemistry and join a well equipped science department consisting of 13 full-time members of staff (including 4 chemists) with appropriate technical assistance. The teaching will include the implementation of GCSE and Revised Advanced level Nuffield Chemistry courses. An interest in Chemistry Project work at all levels would be an advantage. An interest in the broader aspects of a boarding school education is essential.

School accommodation may be available. Own salary scale above Baker.

Applications, together with curriculum vitae, details of extra-curricular interests and names and addresses of two referees should be addressed to the Headmaster, Malvern College, Malvern, Worcestershire WR14 3DF from whom further details may be obtained. (22420) 184824

HEREFORD AND WORCESTER

MALVERN COLLEGE

A graduate is required in September 1988 to teach Physics to A Level and join a well equipped science department consisting of 13 full-time members of staff (including 5 Physicists) with appropriate technical assistance. Nuffield Physics courses are currently taught at A-Level and GCSE. The ability to teach an allied subject will be an advantage. An interest in the broader aspects of boarding school education is essential.

School accommodation may be available. Own salary scale above Baker.

Applications, together with curriculum vitae, details of extra-curricular interests and names and addresses of two referees, should be addressed to The Headmaster, Malvern College, Malvern, Worcestershire WR14 3DF from whom further details may be obtained. (23418) 184824

DEVON

KELLY COLLEGE
Tavistock
Required for the Easter Term only, a graduate Biologist (preferably with a Botanical interest) to teach up to G.C.S.E. level with some first year 'A' Level work. An ability to help with Games and other school activities would be an advantage. The post is temporary for one term to replace the Senior Biologist who has been granted a Sabbatical Term.

Apply to The Headmaster, with C.V. and names of two referees. (22411) 184824

NORTHAMPTONSHIRE

OUNDLE SCHOOL
Northamptonshire

BIOLOGIST

Required for September 1988, a teacher of Biology to join a lively and successful Department and teach the subject throughout the School. A willingness to help in the wider aspects of a boarding school will be required.

Accommodation for a single or married person is available.

Applications, including the names of two referees, should be sent to the Headmaster, Oundle School, Oundle, Peterborough PE8 4EN, from whom further particulars are available. (20717) 184824

BUCKINGHAMSHIRE

STOWE SCHOOL
Buckingham
Physics teacher required to fill vacancy caused by retirement in September, 1988. Successful applicant will be expected to teach all levels (13-18), possibly including Oxbridge preparation. Nuffield courses followed. Modern, well-equipped laboratories.

Apply with C.V. and names of two referees to the headmaster, Stowe School, Buckingham MK18 5EH. Tel: (0280) 813164. (22733) 184824

Other than by Subject Classification

Other Assistants

BERKSHIRE

BRIDGIDINE CONVENT INDEPENDENT GIRLS' SCHOOL
Tel: 0753 863779
(11-18 years)
Required for January 1988.
FULL TIME SCHOOL LIBRARIAN.

If further details are required, please contact the School Office.

Applications should be made to the Headmistress, in writing, with c.v. and names and addresses of two referees. (22509) 185724

LONDON SW19

WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for April, 1988 (or earlier if possible) well qualified and experienced junior class teacher. Ability to take PE/games an advantage.

Apply in writing with CV and names, addresses and telephone numbers of two referees to: The Headmistress, Wimbledon High School, Mansel Road, London SW19 4AB. (15305) 185724

LONDON SE26

SYDENHAM HIGH SCHOOL
G.P.D.S.T.
ENGLISH AND POLITICS
G.C.S.E. (Middle School)
Required for the Spring and Summer Terms, 1988. Temporary Teacher of General form subjects in the Middle School, particularly Government and Politics, to cover maternity leave.

Please apply in writing to The Headmistress, Sydenham High School, G.P.D.S.T., 19 Westwood Hill, London SE26 6BL, with c.v. in full copies of testimonials and names of two referees. (20377) 185724

Independent Preparatory Schools Headships

Redcliffe School Trust Limited
47 Redcliffe Gardens,
London SW10 9JH

Head Teacher

Required from Summer Term 1988

Redcliffe is a private day school with more than 100 pupils comprising boys aged 5-8 and girls 5-11.

Suitably qualified applicants should write to the above address for an application form and detailed job description by 16 November 1987. 53301

ST. EDMUND'S COLLEGE
and
ST. HUGH'S PREPARATORY SCHOOL
Old Hall Green, Ware, Herts. SG11 1DS
Telephone: Ware (0920) 821504
H.M.C. Independent Catholic boarding and day school for boys and girls 7½ - 18

MASTER/MISTRESS IN CHARGE OF ST. HUGH'S PREPARATORY SCHOOL

Applications are invited for this post which will become vacant from Easter 1988 on the appointment of Mr. P. G. Nicholson to a Headship.

The Preparatory School has 130 children aged 7½ - 13, day and boarding, sharing the grounds of the main school. It is anticipated that the successful candidate will be resident. Salary will reflect the importance of this post.

Letters of application and Curriculum Vitae together with the names and addresses of two referees should be addressed to the Headmaster. The closing date will be 16th November 1987. 53977

PREPARATORY SCHOOLS

continued

Deputy Headships (inc. Second Masters/Mistresses)

KENT

HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent TN3 0EB

DEPUTY HEAD

Is required in September in this I.A.P.S. boys' boarding and day school.

For full details apply in writing to the Headmaster. (20472) 200012

By Subject Classification

Art and Design

Other Assistants

LONDON SW1

Teacher required to take Art throughout the school in IAPS boys' school, Central London, starting January 1988.

Baker Scale and Inner London Allowance.

Apply to the Headmaster, Sussex House, 68 Cadogan Square, London SW1X 0EA sending c.v. and names of referees. (10512) 201224

Computer Studies

Heads of Department

SUFFOLK

Required in September a Head of Computing to run a well resourced department and make it an indispensable part of the academic and extra-curricular life of this 200 strong boys' Preparatory School. The successful applicant will be expected to teach 15 periods per week but will have may other associated responsibilities both in and out of class time including introducing the computer into the work of the other departments.

This is a challenging post requiring knowledge, tact, enthusiasm and hard work.

Excellent accommodation (single or married) is available and the salary will be above Baker Scale.

Please write for further details to the Headmaster. (20000) 202018

English

Heads of Department

EALING

English graduate required as Head of English in boys' preparatory school. Help with junior subjects and games desirable.

Apply with c.v. and two references to: Headmaster, Clifton Lodge, Ealing W5 3TU. (19225) 202418

CLAYESMORE PREPARATORY SCHOOL

(I.A.P.S. HEADSHIP)

The Council of Clayesmore School seeks to appoint a successor to Mr Mark Ross as Head of Clayesmore Preparatory School which is a co-educational School with 135 boarders, 88 day pupils and 38 Pre-Preparatory children. The appointment will be made for September 1988 unless an outstanding candidate is available to take up the position earlier.

Candidates, who must be married, should apply by Monday 16th November, 1987.

Further particulars and application forms may be obtained from the Clerk to the Governors, Clayesmore School, Iwerne Minster, Blandford Forum, Dorset DT11 8LL. (50652)

COVENTRY SCHOOL

(King Henry VIII and Bablake: HMC coeducational)

HEAD OF JUNIOR SCHOOL

A well qualified and experienced HEAD TEACHER is required in April 1988 to take charge of Coventry Foundation Junior School, which is the preparatory department for King Henry VIII and Bablake. The school is coeducational with approximately 310 pupils aged 7 to 11 on roll. Salary in accordance with new scales for Group 5 head teacher plus Coventry School allowance. Applicants must be in full sympathy with the independent and selective character of the school.

Apply by letter (no forms) with full curriculum vitae and names and addresses of referees to the Director, Coventry School, King Henry VIII, Warwick Road, Coventry CV3 6AQ.

This is a readvertisement. Previous applicants who wish to be reconsidered should write briefly to the Director. 53924

Other Assistants

LONDON SE21

DULWICH COLLEGE PREPARATORY SCHOOL
Required for the Summer Term 1988 (or September 1988) a teacher of ENGLISH and HISTORY to boys age 9-11 with the opportunity of being involved with boys up to 13. Drama plays an important part in the English teaching and help with games and/or other extra curricular activities is required of all staff. The school has its own salary scale above Baker with the addition of the Inner London Weighting Allowance.

Apply to the Headmaster, D.C.P.S., 42 Alleyn Park, SE21 7AA with c.v. etc. and telephone number. (10506) 202424

MIDDLESEX

ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
IAPS 400 Day boys 4 - 13
Required for January 1988 an additional teacher for the English Department.

Excellent facilities for drama, library and other aspects of English teaching.

All enthusiasms are encouraged.

Good salary. D.E.S. Pension.

Accommodation available.

Applications, with C.V., photo and address of two referees to the Headmaster. (15309) 202424

SUNDERLAND

Required January or September 1988, teacher of English for boys preparatory school.

Subsidiary Latin and History and ability to coach boys' games would be an advantage. The successful candidate may have the opportunity to develop English teaching up to OCSE in a new senior department.

Apply in writing with references and c.v. to: The Headmaster, Tonstall School, Sunderland SR2 7JS. (22455) 202424

History

Other Assistants

LONDON SE21

DULWICH COLLEGE PREPARATORY SCHOOL
Required for the Summer Term 1988 (or September 1988) a teacher of ENGLISH and HISTORY to boys age 9-11 with the opportunity of being involved with boys up to 13. Drama plays an important part in the English teaching and help with games and/or other extra curricular activities is required of all staff. The school has its own salary scale above Baker with the addition of the Inner London Weighting Allowance.

Apply to the Headmaster, D.C.P.S., 42 Alleyn Park, SE21 7AA with c.v. etc. and telephone number. (10511) 202824

Music

Heads of Department

BERKSHIRE

HOLME GRANGE
Easthampstead Road, Wokingham, Berkshire RG11 3AL
I.A.P.S. Co-Educational Day School
Required for April 1988 a Director of Music for the Senior School (135 pupils ages 7-13) who will also be able to teach other academic subjects.

The position involves classwork, choirs, orchestra and individual tuition in piano and one other instrument.

A separate Music School has recently been established. ⅓ of all pupils learn an instrument. 5 visiting staff. Ability to coach boys' games would be an advantage.

Salary X new Baker Scale + incentive allowance + Holme Grange Allowance. DES Superannuation.

Applications, please, with full c.v. and photograph, to the Headmaster. (22524) 203818

DERBYSHIRE

S. ANSELM'S
Bakewell
(I.A.P.S. Boarding Prep School of 150)
Required September 1988 a full-time DIRECTOR OF MUSIC.

A suitable candidate would be a young enthusiastic keyboard player, preferably with second instrument, who will integrate the music satisfactorily into the life of the School, and if possible teach a few lessons in another subject or take a game.

A new music Block is to be opened in June 1988.

'Baker' salary, with incentive allowance. Teachers' Superannuation. Single or married accommodation. Generous terms for sons and daughters in the School from 4½ to 13.

Please apply (in writing) with home telephone numbers of two referees, to the Headmaster, S. Anselm's, Bakewell, Derbyshire. (20900) 203818

Other Assistants

LONDON NW1

Required for January a qualified and experienced teacher of music to organise musical activities throughout this co-educational preparatory school (6-8 year olds) and to teach class music lessons.

Salary according to qualification and experience on the Baker Scale with London Weighting.

Apply in writing with Curriculum Vitae and the names of two referees to: The Principal, North Bridge House School, 1 Gloucester Avenue, London NW1 7AF. (22562) 203824

Pastoral

Heads of Department

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Girls 8 - 18)
Required for January 1988 a RESIDENT HOUSEMISTRESS (non-teaching or teaching - subject preferably French) to assist in the Junior Girls' House. Letter of application, C.V. plus names of two referees to the Headmistress. (22561) 184018

Physical Education

Other Assistants

LIVERPOOL

LIVERPOOL COLLEGE
Mossley Hill, Liverpool L18 8BE

Tel: 051-724 3812

(HMC. Upper School 400, Lower School (9-13) 210

REQUIRED for SEPTEMBER 1988 (APRIL if possible) a teacher of PHYSICAL EDUCATION, and games throughout the year range with especial strength in Hockey and Cricket. Some classroom teaching in the Lower School. Accommodation may be available.

Letters of application, with c.v. and the names of two confidential referees, before 15th November 1987 to the Headmaster, from whom further particulars may be obtained. (22517) 204224

MIDDLESEX

ST MARTIN'S SCHOOL
Northwood, Middlesex HA6 2DJ
IAPS (300 boys including 45 boarders)
Required for January or September 1988 a qualified Physical Education specialist to help with the teaching of PE and games throughout the school. Help with teaching general subjects in the middle age range also required.

All boys do 2 periods a week of PE throughout their school career. There is a large well equipped gymnasium, covered heated swimming pool, 3 tennis courts, in addition to 10 acres of playing fields, so there is plenty of scope for an enthusiastic specialist.

Salary: St Martin's Scale: (above Baker main grade) plus London weighting or single accommodation in lieu.

Please apply in writing with CV and details of two referees to the Headmaster stating subsidiary subjects, as soon as possible. (16598) 204224

Other than by Subject Classification

Other Assistants

DEVON

TRINITY SCHOOL
Buckeridge Road, Teignmouth TQ14 8LY
Infant/Lower Junior Teacher required for Preparatory Dept in January 1988. Trinity is an Anglican/Catholic boarding and day co-educational school. Salary according to experience. Applications with CV and names and addresses of two referees to the Headmaster. (10538) 205724

HERTFORDSHIRE

Part-time, qualified, experienced infant teacher required as soon as possible for four afternoons each week at small popular, happy co-educational school.

Please contact Mr. B.H. Cooper B.Ed. (Hons), Principal, Homewood Independent School, Hazel Road, Park Street, St. Albans, Herts. AL2 2AH. Tel: Park Street 73542 for further details. (22441) 205724

LONDON N21

PALMERS GREEN HIGH SCHOOL
Hopper Road, N21 3LJ
Independent Girls' Day School (GSA)
280 pupils 3-16
REQUIRED FOR JANUARY 1988, lively, well-qualified Form teacher for 6 year olds. OLA - Baker Scale. School operates its own scale of allowance.

Apply in writing to Headmistress with full CV and names of two referees. (22565) 205724

MALVERN

HILLSIDE PREPARATORY SCHOOL
Worcester Road, Malvern WR14 1EX
Required for January 1988 an experienced and suitably qualified teacher of French who can also offer English or Geography. The successful applicant will also be expected to coach boys' games to match level and be prepared to take a full part in the life of this thriving day school. There is a possibility that this post may be combined with the vacancy for an alto lay-clerk in Worcester Cathedral Choir. Salary according to Baker Scale.

Applications with full curriculum vitae and names of two professional referees should be made as soon as possible. Further details from the Headmaster. Tel: Malvern 65585. (22983) 205724

MIDDLESEX

DENMEAD SCHOOL
Hampton
(IAPS) (200 boys 3-13 yrs.)
Has a vacancy for January 1988 as follows: Junior form subjects as Class Teacher to 7-8 yr. old boys. DES scale & superannuation. Non-resident.

Details from Headmaster, Denmead School, Hampton, Middlesex TW12 2LP (01-979 1844). (22520) 205724

NORTHAMPTON

QUINTON HOUSE SCHOOL
Co-educational: 210 pupils
Required for January or April 1988, an enthusiastic teacher for mainly 10-13 year olds in this senior school which has its own separate junior department.

The ability to get on well with young people in a friendly yet firm way will be the main qualification for this post. This is a happy flourishing school with high standards and the ability to communicate well is more important than the subjects offered, although somebody able to teach mathematics or science would be particularly welcome.

A willingness to teach boys' games would be an additional advantage. Salary: Baker plus an allowance.

Please apply with a full c.v. and the names of two referees to The Headmaster, Quinton House School, Upton, Northampton NN5 6UX. (22669) 205724

HEATH MOUNT SCHOOL
HERTFORDSHIRE

Head

Applications are invited from suitably qualified candidates for the post of Head of Heath Mount School, following the resignation of the present Headmaster on medical grounds. The appointment can be for 1st April of 1st September 1988.

Further details may be obtained from
The Chairman of the Governors (S),
Heath Mount School,
Woodhall Park,
Watton-at-Stone,
Hertford, SG14 3NG,
(Telephone 0920 830230). 53557

The Cathedral School, Llandaff, Cardiff

Founded 1880
(Wales's only Choir School)

I.A.P.S. Co-educational Day and Boarding School, Governed by the Western Division of the Woodard Corporation.

Applications are invited for the appointment of

BURSAR

By January or April 1988 for this large suburban Preparatory School/Choir School. The school is housed in a large Georgian building situated in 15 acres of its own grounds with a small boarding house (40 boarders) attached. Normal bursarial duties will be required as well as the management of the estate and the up-keep of the buildings. The salary will be the equivalent to Deputy Headmaster on the Baker Scale. Secretarial and bursarial assistance is available. On receipt of applications a detailed job description will be sent to all applicants.

Please apply with C.V. and the names and addresses of three referees to, the Headmaster, The Cathedral School, Llandaff, Cardiff. CF5 2YH telephone No. (0222) 563179. 153549

PREPARATORY SCHOOLS
continued

READING
THE ORATORY PREPARATORY SCHOOL
Goring Heath, Nr. Reading
Tel: Pangbourne 4511
RECEPTION CLASS TEACHER for 5-6 year olds
Required for April or September.
Applications for the above post are invited from qualified teachers who should be practising Roman Catholics. They should also be prepared to teach R.E. to children from 3 to 8 year olds.
The successful applicant will be joining an enthusiastic team teaching in a highly successful school in a splendid environment and enjoying superb facilities.
Apply in writing to the Headmaster, giving curriculum vitae and names of two referees. (20884) 205724

SOUTH KENSINGTON
Required immediately an assistant teacher for 4-5 year olds.
Apply to Mrs Bird, Feltham House Girls Preparatory School, 19 Brechin Place, London SW7 4QB. Tel: 01-373 4861. (20887) 205724

SURREY
GLAISDALE SCHOOL
Arundel Road, Cheam, Surrey
Mixed 3½ - 11½ years
Qualified teacher required for January, 1 day per week.
Applications in writing to the Headmistress. (20312) 205724

LONDON SW1
Teacher required to take a form of 8 year olds for General Subjects and to be in charge of the form in IAPS boys' school, Central London, starting January, 1988.
Baker Scale and Inner London Allowance.
Apply to the Headmaster, Sussex House, 68 Cadogan Square, London SW1X 0EA. (10313) 205724

SUSSEX
SION SCHOOL
Westbrooke Hall, Worthing.
Sussex BN11 1RE
An independent co-educational day school - Pupils 2½ - 18
Required for 1st January 1988
A FULL-TIME QUALIFIED NURSERY TEACHER
Please apply by letter with C.V. plus names and addresses *and telephone numbers* of two references to:- The Headmaster's Secretary, Westbrooke Hall, Worthing, Sussex BN11 1RE. Tel: Worthing 204062. (20410) 205724

WOLVERHAMPTON
THE ROYAL WOLVERHAMPTON JUNIOR SCHOOL
IAPS 224 boys and girls
Due to increasing numbers we require for January 1988 a qualified and enthusiastic Junior form teacher for general subjects and a class of 7-8 year olds.
Applications in writing with curriculum vitae and names and addresses of telephone numbers of two referees to The Headmaster, The Royal Wolverhampton Junior School, Penn Road, Wolverhampton WV3 0EF. (10305) 205724

PLEASE MENTION THE T.E.S. when replying to advertisements

APPOINTMENTS IN SCOTLAND

BORDERS
REGIONAL COUNCIL
PRIMARY SCHOOLS
PROMOTED POSTS
DUNS PRIMARY SCHOOL
HEAD TEACHER
Salary £17,499 per annum
WESTRUTHER PRIMARY SCHOOL
Nr. Gordon
HEADTEACHER
Salary £15,000 per annum plus £348 allowance
Closing date Monday 16th November 1987.
Aplication forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Personnel Department. (256563) 170000

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts:-

	SECONDARY	Responsibility Allowance
PRINCIPAL TEACHER	Broxburn Academy –Religious Education	£2,382
	**Inveralmond Community High School, Livingston –Religious Education	£3,009
(RE-ADVERTISEMENT	**Lasswade High School Centre Lasswade Religious Education	£3,561

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.
Salaries for Principal Teacher posts to be reviewed by Working Party as per pay review. Interim payments based upon December 1986 salaries increased by 14%
**Where the successful applicant also accepts the liability to undertake work on a sessional basis comprising 10 out of a possible 15 sessions per week, including a maximum of 2 evening sessions, an additional allowance of £645, plus an enhanced responsibility allowance (detailed below) will be paid.
Inveralmond Community High School – £300
Lasswade High School Centre – £357
Application forms and further particulars may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.
Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.
Closing date for applications is 13 November 1987.
53582

Tayside Regional Council

EDUCATION DEPARTMENT
STAFF TUTOR – COMPUTER EDUCATION
(Temporary)

Applications are invited from registered teachers for the post of Staff Tutor (Computer Education) to assist generally with developments arising from the increased use of microcomputers in schools but harmonising more particularly with the rapid growth of Standard Grade Computing Studies.
The post (full-time temporary) will be for a period not exceeding 23 months from the date of appointment.
Application forms and a job description are available from the Education Department, Staffing Section, Floor 8, Tayside House, Dundee DD1 3RJ and should be returned *not later than* MONDAY, 16 NOVEMBER 1987.
TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER
(53586)

Tayside Regional Council

EDUCATION DEPARTMENT
DEPUTY RECTOR
ST SAVIOUR'S RC HIGH SCHOOL, DUNDEE
(Salary £18,851)

Applications are invited from suitably qualified registered teachers with considerable experience in promoted posts. The school is a six-year comprehensive serving the eastern part of the city of Dundee, with a roll of 804 pupils. The school is one of four TVEI pilot schools in Tayside.
The vacancy has arisen because of the retiral of the present post-holder. The successful candidate will be expected to take up appointment early in 1988.
Applicants for the post must satisfy the Roman Catholic Church Authorities as to their Religious belief and character.
Application forms and full details are available from the Education Department, Staffing Section, Floor 8, Tayside House, Dundee DD1 3RJ and should be returned not later than MONDAY, 16 NOVEMBER 1987.
TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER
(53588)

ESSEX
St. Cedd's School,
Maltese Road, Chelmsford,
Essex CM1 2PB.
IAPS Co-Educational Day School.
320 pupils aged 4-11 years.
Required in January or Easter 1988
Qualified Teacher
for 6-7 year olds
Salary: Baker Main Scale.
DES Superannuation scheme.
Please apply to the Headmistress with Curriculum Vitae and names and addresses of two referees.
53586

Sion School

WESTBROOKE HALL, WORTHING, SUSSEX, BN11 1RE
An independent co-educational day school – Pupils 2½-18
REQUIRED FOR 1st JANUARY 1988
A full-time qualified Nursery Teacher
Please apply by letter with C.V. plus names *and addresses* and telephone numbers of two references to:-
The Headmaster's Secretary
Westbrooke Hall, Worthing,
W. Sussex. BN11 1RE
Tel: Worthing 204062
(53514)

COLLEGES OF FURTHER AND TERTIARY EDUCATION

Heads of Department

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER TECHNOLOGY
Salary: Senior Lecturer Grade
Required from 1 January 1988.
An energetic and experienced teacher/administrator is required with an appropriate background in FE Business Education, possessing an appropriate teaching specialism, given the School's extensive work in BTEC and professional awards. Accounting and Information Processing teaching experience advantageous.
The School is the College's largest and the post offers an ideal opportunity for the *right applicant to acquire an extensive experience in* administration and management development.
Application form and further details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB (s.a.e. please). (25494) 220018

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER
Somerset College of Arts and Technology, Taunton. (FE)
Vice-Principal
(GROUP 7)

Applications are sought from experienced educators of proven ability for the post of Vice-Principal. Candidates should have the necessary energy, potential and commitment to make a significant contribution to the continued development of this well-established and responsive College.
The post is vacant from 1st January 1988 or as soon as possible thereafter.
Application form and further details (see please) from the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset.
Closing date 12th November.
53510

Shropshire Education Committee
AN EQUAL OPPORTUNITY EMPLOYER
APPOINTMENT OF PRINCIPAL
GROUP 7
Required 1st May, 1988.
Shrewsbury College of Arts & Technology, Haybridge Road, Wellington, Telford, Shropshire, TF1 2NP.
Further details and application forms (send SAE) from The County Education Officer (STA/128), *Education Department, Shirehall, Abbey Foregate,* Shrewsbury, SY2 6ND.
53551
Shropshire County Council

OAKLANDS COLLEGE
St. Albans
Applications are invited for the new position of:-
Business Development Manager
Required to develop current business, and seek out new, by effective marketing of the total services of this College. Successful marketing experience is preferable to in-depth agricultural or horticultural knowledge though all will be of advantage. Salary will be based on the LI (Agriculture) Scale at £14,238-£16,918 (currently under review) including London fringe allowance. Generous re-location package.
Please write for particulars and application form from:-
The Bursar, Hertfordshire College of Agriculture & Horticulture, Oaklands, St. Albans, Herts. AL4 0JA. (Tel: 0727-60651)
(An equal opportunities employer) (53527)

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

WEST SUSSEX
HEAD OF SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES
CHICHESTER COLLEGE OF TECHNOLOGY
Salary: Senior Lecturer Grade
Required from 1 January 1988.
An energetic and experienced teacher/administrator is required with an appropriate background in FE Business Education, possessing an appropriate teaching specialism, given the School's extensive work in BTEC and professional awards. Accounting and Information Processing teaching experience advantageous.
The School is the College's largest and the post offers an ideal opportunity for the *right applicant to acquire an* extensive experience in administration and management development.
Application form and further details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB (s.a.e. please). (25494) 220018

HEAD OF DEPARTMENT OF GENERAL & ADULT EDUCATION
Applications are invited from individuals with experience in the field of Adult Education for appointment to the above post.
Salary: Head of Department, Grade IV £16,794 - £18,714 (under review).
Further particulars and application form may be obtained, upon the receipt of a stamped addressed foolscap envelope, from the Principal to whom completed forms should be returned within two weeks of the date of this advertisement. (22410) 220018

Other Appointments

AVON COUNTY
CITY OF BATH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING TECHNOLOGY
Required as soon as possible.
TEMPORARY LECTURER GRADE 2 in ELECTRONICS
Salary: £6,324 - £12,948, starting point depending on qualifications and previous experience.
Further details and application forms (s.a.e. please) may be obtained from the Principal, Avon Street, Bath BA1 1UP. Closing date: 13th November 1987.
Avon is an equal opportunities employer. (22740) 220026

AVON COUNTY
CITY OF BATH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING TECHNOLOGY
Required as soon as possible.
LECTURER GRADE 1 - MECHANICAL CRAFT THEORY AND PRACTICE
TEMPORARY ON-GOING CONTRACT
Salary: £6,324 - £12,948, starting point depending on qualifications and previous experience.
Further details and application forms (s.a.e. please) may be obtained from the Principal, Avon Street, Bath BA1 1UP. Closing date: 12 November 1987.
Avon is an equal opportunities employer. (22739) 220026

BIRMINGHAM
WEST MIDLANDS CHURCHES' FURTHER EDUCATION COMMITTEE REGIONAL FURTHER EDUCATION DEVELOPMENT OFFICER
The West Midlands Churches' Further Education Committee seeks to appoint a practising Christian with experience of Further Education to this challenging and significant ecumenical post, which will build on existing networks and strategies, and have support of all major denominations.
Tenable for 3 years, commencing as soon as possible. Salary based on the Senior Lecturer (F.E.) Scale. Closing date for applications: 13th November 1987.
Further particulars from the Director, St Peter's Saltley Trust, Grove Court, 3 Nursery Road, Birmingham B15 3JX. Tel: 021-427 6800. (10803) 220026

dacorum college
Hertfordshire County Council
An Equal Opportunity Employer
DACORUM COLLEGE
Marlowes, Hemel Hempstead, Hertfordshire HP1 1HD
Principal G E G Campling BSc PhD FBIM
Required as soon as possible:-
MARKETING CO-ORDINATOR HEAD OF DEPARTMENT GRADE III
A Marketing Co-ordinator is required, to join the Senior *Management Team of the College, which has a non-*departmental structure.
The Marketing Co-ordinator will be required to lead and co-ordinate the development of the marketing interface between the College and its potential clients.
Marketing experience is essential and a knowledge of the *operation of the Further Education system is desirable.*
Further details and application forms are available from the Principal's Secretary at the above address on receipt of a stamped addressed envelope.
Salary £15456 - £17253 (under review) plus £309 London Fringe Area allowance.
CLOSING DATE – TWO WEEKS AFTER APPEARANCE OF THIS ADVERTISEMENT. 53351
marlowes·hemel hempstead·herts HP11HD·tel 63771

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE
CENTRE MANAGER
(Whitwood Centre)
HOD 4
To join the Senior Management Team of this progressive Tertiary College and represent that team by providing academic and administrative leadership and a 'permanent' presence on that site.
In addition the successful candidate will be required to pursue a development portfolio on some key aspect of the College's work.
Applications forms available (on receipt of an s.a.e.) from The Chief Education Officer, 8 Bond Street, Wakefield, WF1 2QL, to be returned by 17 November, 1987. (53601)

CUMBRIA
Charlotte Mason College
Ambleside, Cumbria LA22 9BB
Required from 1st January 1988 or as soon as possible thereafter.
PRINCIPAL LECTURER – CO-ORDINATOR OF IN-SERVICE EDUCATION AND TRAINING
(PL Salary Scale £14,784 - £18,588, pay award pending)
The College offers a four year BEd Honours degree course and a PGCE course both within the 4-12 age range, together with a wide programme of INSET courses for primary, secondary and FE teachers, and a range of Community Education facilities. Applicants for the above post must be qualified graduate teachers, should have recent and relevant teaching *experience*, and should possess appropriate experience of INSET provision.
Further details and application forms from the Senior Administrative Officer upon receipt of a stamped addressed envelope (24 cm x 16 cm). Completed application forms should be returned to the Senior Administrative Officer by Monday, 16th November, 1987. 53302

COLWYN BAY, NORTH WALES
LLANDRILLO TECHNICAL COLLEGE
DEPARTMENT OF FASHION AND HEALTH
PRINCIPAL LECTURER DEPUTY HEAD OF DEPARTMENT
The College seeks a senior member of staff with an *interest in promoting and developing an exciting* department.
The post will provide an important managerial stepping stone and people with that interest are invited to apply.
Salary Scale: £14,784 - £18,458 (subject to review).
Application forms and further particulars from Senior Administrative Officer, Llandrillo Technical College, Llandudno Road, Rhos on Sea, Colwyn Bay, Clwyd, LL28 4HZ – Tel: Colwyn Bay (0492) 46666. Closing date for receipt of completed *applications*, 13th November 1987. 53472
CLWYD COUNTY COUNCIL

Lothian Region Colleges of Further Education
STEVENSON COLLEGE
Lecturer B: Physical Sciences
The person appointed will be required to teach mainly in the area of Physics, but abilities or interest in Electronics, Mathematics or Chemistry would be advantageous, as *would willingness to help in the development of innovatory* courses.
Applicants should possess a degree or equivalent qualification. Appropriate teaching and industrial experience is desirable.
Salary Scale: Lecturer 'B' £9,093 - £13,398 (under review).
Further particulars and application forms are available from the Personnel Office, Stevenson College of Further Education, Bankhead Avenue, Sighthill, Edinburgh, to which they should be returned within fourteen days.
Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (53593)

Southall College of Technology
The London Borough of Ealing has a significant Asian and Afro-Caribbean population. In responding to the needs of the local Southall community we are currently seeking to appoint staff committed to working in a multi-ethnic setting.
Staff Development Co-ordinator
Salary:
Senior Lecturer £12,615 – £15,873 plus London Weighting
To promote and implement staff development activity throughout the college.
Applications forms and further details available from the CAO, Room 21A, Southall College of Technology, Beaconsfield Road, Southall, Middlesex UB1 1DP; forms to be returned by 17/11/87. Tel 01-574 3448.
Ealings new Council welcomes applications from all, regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. 53591

De Havilland College
The Campus, Welwyn Garden City, Herts
Adult Education co-ordinator (Senior Lecturer)
Applications are invited from well qualified and suitably experienced candidates who have proven administrative ability and good track record of innovation in Adult Education. Besides responsibility for a large traditional programme of day and evening classes, the post holder will be expected to assist in the development and organisation of a number of full-time courses and initiatives such as open learning and access studies.

Lecturer in Special Educational Needs
An experienced and qualified teacher is required to act as course tutor to two Special Needs full-time groups and to teach Physical Education. This post is temporary cover for maternity leave from January to April 1988.

Lecturer in Secretarial Studies
Applications are invited from well qualified teachers with relevant business experience to join an energetic *and innovative Business Studies team in a well* resourced College. Candidates may be asked to contribute towards the following: LCC Secretarial Studies, Diploma in General Reception, TVEI, BTEC, short courses for industry. The post will be based at the Borehamwood College Centre.

Lecturer in Social Care
An able and energetic person is required to make a major contribution to the development of Caring courses at the College. Candidates should have professional qualifications (COSW or CSS) and experience in the field of social care. The post is highly suitable for a qualified social worker who is looking to build a career in education and will give an excellent basis for promotion.

Lecturer in Distribution
An exciting opportunity to lead a new development at the College in the field of Distribution. Applicants must be well qualified and have appropriate industrial and teaching experience. Organisational and entrepreneurial skills are essential.
All posts are available as from 1 January 1988 or as soon as possible thereafter and unless otherwise stated will be based at the Welwyn Garden City College Centre.
Salary:
Senior Lecturer: £12615 - £14820 per annum plus £309 "fringe" allowance.
Lecturer: £6843 - £13656 per annum plus £309 "fringe" allowance.
Further details and application forms, which must be returned by November 13, may be obtained from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH (telephone: 0707 328318 ext 21). (53577)

LOUGHTON COLLEGE OF FURTHER EDUCATION
Borders Lane,
Loughton,
Essex IG10 3SA Tel: 01-508 8311
Department of Business Studies
Readvertisement – previous applicants will be reconsidered).
LECTURER 2 IN SECRETARIAL STUDIES
to commence duties in January or as soon as possible thereafter. The successful candidate will be responsible *for organising MSC, Clerical Skills and Y.T.S. spon*sored courses and for the administration and examination entries for the Secretarial Section.
Candidates should be able to teach at least two Secretarial subjects, be appropriately qualified and have a teaching qualification. Suitable commercial and/or teaching experience is desirable and an ability to offer related Business Studies subjects will be an advantage.
Salary: Lecturer Grade 2 £8,595 – £13,656 p.a.
Plus £309 London Inner Fringe Allowance.
Application forms and further details are available *from the Principal to whom they should be returned by* 13th November. 53578
ESSEX County Council

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

HERTFORDSHIRE
NORTH HERTS COLLEGE
Broadway, Letchworth
DEPARTMENT OF GENERAL AND PRE-VOCATIONAL EDUCATION
LECTURER I IN MATHEMATICS AND COMPUTING
Required as soon as possible to teach and develop numeracy, mathematics and information technology within a Core Curriculum.
Salary Scale £6,843 - £11,865 (under review).
Further details and application form available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD (SAE please). (22623) 220026

CLEVELAND
COUNTY COUNCIL
An equal opportunities employer

STOCKTON-BILLINGHAM TECHNICAL COLLEGE
The Causeway, Billingham, Cleveland TS23 2DB
Tel: Stockton 552101

87/6 SENIOR LECTURER in ELECTRICAL/ELECTRONIC/MICROPROCESSOR ENGINEERING

Applicants must hold appropriate technical qualifications (e.g. Degree, HND/C or equivalent professional qualifications or be pursuing qualifications in a relevant discipline) and have had sound and relevant industrial experience. Teaching qualifications and experience are desirable, as is a genuine and enthusiastic interest in the educational and vocational needs of students of all ages.

Application forms and further details obtainable from the Principal at the college to whom they should be returned by 13th November, 1987. (22584) 220026

DERBYSHIRE
COUNTY COUNCIL

NORTH EAST DERBYSHIRE COLLEGE OF FURTHER EDUCATION

PRINCIPAL LECTURER IN NEW TECHNOLOGY
Principal Lecturer scale £14,784 - £18,588

North East Derbyshire is a rapidly expanding community college serving a widely dispersed catchment area, including many mining communities.

An outstanding person with drive and flair is required to oversee the College's new technology provision with particular responsibility for curriculum development in speech technology and for advanced training in computer awareness.

The post which could be filled by secondment, arises from one of the Colleges successful bids to the MSC NAFE Reserve Fund. Although only one year in the first instance, renewal or consolidation into only a permanent post will be considered.

Application forms and further details from: The Principal, North East College of Further Education, *Rectory Road, Clowne*, Chesterfield, Derbyshire S43 4BQ. Tel: Chesterfield 810352.

Closing date - 13th November 1987.

DERBY COLLEGE OF FURTHER EDUCATION

LECTURER IN HAIRDRESSING SCIENCE
Lecturer I £6,843 - £13,656

Suitably qualified persons to teach Applied Science to students attending Hairdressing and Beauty courses. The Person appointed will also be required to teach GCSE Human Biology to mature *students.*

Application form and further details from the Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG.

Closing date - 13 November 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (22667) 220026

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY COLLEGE
Oxford Road, Aylesbury, Bucks. HP21 8PD
Tel: 0296 434111
DEPARTMENT OF CATERING AND CREATIVE ARTS
Head of Department: Mr. P. Grundy, F.H.C.I.M.A.C., D.M.S., Cert. Ed.
POST: LECTURER GRADE I PROFESSIONAL COOKERY
Following the recent opening of our new £2½ million purpose built catering unit applications are invited from those suitably qualified for the above post to teach professional cookery and related theory *to a range of courses including* Y.T.S., General Catering and BTEC National Diploma, Hotel Catering and Institutional Operations.
We are seeking to appoint a person with sound and up-to-date industrial or commerical experience. Teaching qualifications are desirable but not essential for this post. In service training will be available to the successful applicant.
Duties to commence as soon as possible.
Salary scale: £6,843 to £11,865 to £13,656 (pay award pending).
The Authority has a very generous relocation package for staff moving into the area.
Application Forms and further particulars available *from the Vice Principal. Closing date:* 16th November 1987. (22732) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY
Medina Way, Newport, Isle of Wight PO30 5TA
HEALTH ADVISER/COUNSELLOR
Salary £9,051 - £12,519 dependent upon qualifications and experience
Required as soon as possible, a Health Adviser/Counsellor who is experienced in all aspects of health education and counselling and, in addition, has some experience of working *with young people*, and their associated problems.
Applicants must hold an RGN Certificate (SRN), and a Health Visitors' Certificate or orther appropriate qualification, or experience in Health Education is desirable. The applicant must hold a current driving licence.
For further information, contact Mrs C. Clayton, Tel: (0983) 526631.
A scheme of Relocation Expenses is operative.
Application forms and job description available from the Chief Administrative Officer at the College.
Closing date: 13th November 1987. (22588) 220026

ESSEX
COUNTY COUNCIL
SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea SS2 6LS
Tel: 0702 353931
Required for 1st January 1988:
1. LECTURER I IN PHYSICS AND RELATED SUBJECTS
This post is initially temporary for two terms. Applicants should have a degree or equivalent qualification with Physics as one of the main subjects.
2. LECTURER II IN BUSINESS EDUCATION APPLICATIONS OF INFORMATION TECHNOLOGY
To assist with the development of Information Technology *applications to a wide range* of business, secretarial, professional, management and short courses. Additional ability to contribute to the teaching of secretarial and/or business studies subjects would be an advantage.
Salary Scales: Lecturer I £6,843 - £11,865 per annum (under review) Lecturer II £8,595 - £13,656 per annum.
Further particulars/application form from the College Administrative Officer (Staffing) - Ext. 306, to whom completed forms should be returned within ten days of the appearance of this advertisement. (22701) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
DEPARTMENT OF CONSTRUCTION
LECTURER GRADE I required to join the Brickwork section and to teach across the range of courses offered by the section. These span from School Link to Craft and Advanced Craft City & Guilds courses.
The person appointed should be suitably qualified with relevant industrial experience.
LECTURER GRADE II required to teach Brickwork and General Building to the whole range of courses offered in the section from School Link to Advanced Craft City & Guilds courses and other M.Sc. funded work.
The person appointed will head the section comprising of three staff (one vacancy), one technician and a labourer.
The candidate should be suitably qualified with relevant industrial experience.
For further particulars and application forms please apply to the Principal, South Kent College, Shorncliffe Road, Folkstone, Kent CT20 2NA (Tel: 0303 56661).
Closing Date for Applications: Friday 13 November 1987. (22766) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF BUILDING

Required as soon as possible:-

a Temporary Lecturer I in Trowel Trades until 30th April 1988, and a Temporary Lecturer I in Plumbing until 3rd June 1988.
The persons appointed should be either a fully experienced Bricklayer or Plumber and preferably possess the appropriate City & Guilds *Advanced or* Final Certificate.

The successful applicants would teach students up to Craft Certificate level and C.I.T.B. (YTS) students.

Salary: Lecturer Grade I £6,843 - £11,865 (Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference S/TES). (22464) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
DEPARTMENT OF BUSINESS STUDIES
LECTURER GRADE II required to be responsible for Secretarial courses at the Ashford branch of the College.
For further particulars and application form apply to the Principal, South Kent College, Shorncliffe Road, Folkestone, Kent CT20 2NA (Tel: 0303 56661).
Closing date for applications: Friday 13 November 1987. (22765) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

REDDITCH COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF TECHNOLOGY

REQUIRED FROM 1ST JANUARY 1988:

Applications are invited for the following temporary appointment for a member of the academic staff of the College.

Lecturer - Grade I - to teach Electronics and Electrical Installation. The work will involve teaching these subjects to BTEC, ITC and YTS students.

It is preferable if applicants have a sound practical background in this area, together with teaching qualifications, and/or industrial experience.

Commencing salary within LI/LII range £6,843 - £13,656, dependent upon age, qualifications and experience.

Further details of this post, together with an application form, may be obtained from:- The Principal, Redditch College of Further Education, Peakman Street, Redditch B98 8DW. Tel: Redditch 63607. (10549) 220026

KIRKLEES
METROPOLITAN COUNCIL

HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield

DEPARTMENT OF TECHNICIAN & MOTOR VEHICLE ENGINEERING

LECTURER I in MOTOR VEHICLE WORK (HTC 546)

Applications are invited from suitably qualified persons for the following post in the Department of Technician and Motor Vehicle.

The person appointed will be required as soon as possible to join a team teaching a full range of subjects in vehicle body repair and paint at YTS, Craft, Technician and Management levels.

Salary: £6,843 - £13,566 (under review).

Incremental credit within this scale will be given for approved qualifications and teaching or industrial experience and a candidate with 10 years experience could expect a starting salary of £10,000 pa.

Application forms and further particulars from the Chief Administrative Officer (Ext. 236 or 248) to whom applications should be returned within fourteen days of this advertisement. (Please quote Ref: HTC 546). (20351) 220026

CLEVELAND COUNTY COUNCIL
An equal opportunities employer
LONGLANDS COLLEGE OF FURTHER EDUCATION

Required from 1.4.88 a temporary two year FULL-TIME SENIOR LECTURER to act as COLLEGE CO-ORDINATOR for NEW DEVELOPMENTS.
A dynamic person is sought, with drive and initiative. A knowledge of Open Learning and marketing will be an advantage.

Applicants are invited from suitably qualified candidates for the following post:
LECTURER II in QUALITY ASSURANCE and Associated Subjects.

SALARY: Senior Lecturer £12,615 – £15,873
Lecturer II £8,595 – £13,656

Application forms and further details are available from the Principal's Secretary, Longlands College of Further Education, Douglas Street, Middlesborough, Cleveland, TS34 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.
53554

BURTON-UPON-TRENT TECHNICAL COLLEGE
DEPARTMENT OF MANAGEMENT, COMPUTING AND BUSINESS STUDIES
Applications are invited for the post of
LECTURER GRADE I IN BUSINESS STUDIES
To contribute to developments at B/TEC National Level.
Candidates should preferably possess some expertise in the teaching of Accounts and should be interested in contributing to the development of tourism/leisure courses.
£6,843 - £11,865 progressing to £13,656 pa (under review).
Application forms and further details are available from the Vice Principals Secretary, Burton-upon-Trent Technical College, Lichfield Street, Burton-upon-Trent, Staffs DE14 3RL. Telephone: Burton 45401, extension 303.
Canvassing will disqualify.
Trade Union Membership encouraged.
An Equal Opportunity Employer. 53580

Staffordshire County Council

WALTHAM FOREST COLLEGE FOR FURTHER AND HIGHER EDUCATION
Lecturer Grade I
– Computer Studies
To teach various aspects of Computer Science and Data Processing on a range of courses up to BTEC Diploma level in a thriving and developing section of the College.
Salary Lecturer Grade I £7,638 to £12,660 subject to review.
Closing date – 13th November 1987.
Application form and further details from the College Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JB. Tel: 01-527 2311 Ext. 269.
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origins, age, disability, marital status, sex or sexual orientation.
53989
Waltham Forest

Highbury College
PORTSMOUTH
ELECTRICAL & ELECTRONIC ENGINEERING DEPARTMENT
LII Software Engineer
Required urgently to teach Software Engineering techniques up to BTEC HIGHER LEVEL and to coordinate and develop Software Engineering throughout the Department. Ability to teach PASCAL desirable, and to use either C or Ada programming languages advantageous.
Salary £8,595 - £13,656 (under review)
Further particulars and application forms from College Office (Ext. 225). Completed forms to be returned within 14 days of appearance of this advertisement. The County Council pursues a policy of equality of opportunity. Applications *particularly welcome from people with disabilities.*
Cosham, Portsmouth PO6 2SA
Telephone (0705) 383131

HERTFORDSHIRE COUNTY COUNCIL
CASSIO COLLEGE, Langley Road, Watford, Hertfordshire WD1 3RH.
Department of Academic and Social Studies
Lecturer Grade I
Mathematics/Statistics
To teach Mathematics and Statistics to GCSE and GCE 'A' Level, with effect from 1st January 1988, or earliest possible date thereafter.
Applicants should be graduates or equivalent and preferably with previous teacing experience,
For further details and application form please write to the Principal at the above address (SAE please).
Closing date: 13 November 1987
Salary on Scale £6,843-£11,865 (rising to £13,656 p.a.) plus £309 London Fringe Allowance. (Under review).
(53512)

HARINGEY COLLEGE
Park Road, London, N11 2QF
Telephone: 01-888 7123
Principal: Dr Ethlyn Prince, LL.B., D.P.A., D. Phil., P.G.C.E., Barr.-at-Law
Applications are invited for the following posts:
LECTURER II IN BASIC CATERING AND FOOD STUDIES
to lead a section providing a range of courses, including CGL1 7061/2, to adults and young people on YTS schemes.
LECTURER II – BTEC FIRST AWARD (BUSINESS AND FINANCE) PROGRAMME CO-ORDINATOR
to take responsibility for Day Release YTS groups and full time Diploma groups. Experience of YTS off the job training and BTEC First Award courses is essential.
Application forms and job descriptions are available from Anne Odofin, Staffing Officer, tel. no. 01-888 7123 ext. 248.
Closing date: 13 November 1987.
(53535)
Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

LANCASHIRE
COUNTY COUNCIL

An Equal Opportunities Employer welcoming applications from all sections of the community

SKELMERSDALE COLLEGE
Northway, Skelmersdale

WORD PROCESSING AND INFORMATION TECHNOLOGY

LECTURER I

Required 1st January, 1988 or as soon as possible thereafter.

Application forms from/returnable to the Principal at the College. (SAE please).

Closing date: 12th November, 1987. (20355) 220026

NORTHAMPTONSHIRE

SOUTHAMPTON TECHNICAL COLLEGE

DEPARTMENT OF FOOD AND CREATIVE STUDIES

Food Scientist required to teach hygiene, nutrition and science to a range of catering and bakery courses for City and Guilds and BTEC qualifications.

Lecturer I, salary scale £6,843 - £13,656, pay award pending.

This is a full-time temporary post to cover sickness absence/maternity *leave.*

Further details and application form available from the Principal, Southampton Technical College, St. Mary Street, Southampton SO9 4WX (enclose large s.a.e.), to whom completed applications should be returned by 12th November.

This County pursues a policy of equality of opportunity. Applications particularly welcome from persons with disabilities. (22787) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
ARNOLD & CARLTON COLLEGE OF FURTHER EDUCATION
LECTURER II IN MICRO-ELECTRONICS
Grade II £8,595 - £13,656 p.a.
(pay award pending)
Required as soon as possible in the Department of Engineering and Computing. The successful Candidate will teach to BTEC Diploma level and will be able to offer one or more of the following:- Software - Control Applications, Hardware Design and Interfacing, Fault Diagnosis/Servicing. Industrial experi*ence is essential and teaching* experience desirable. Entry point on the scale according to qualifications and experience.
Application forms and further details are available from and returnable to the Principal at the College, Digby Avenue, Mapperly, Nottingham NG3 6DR. Tel: Nottm. (0602) 876503. Closing date 13th November.
An Equal Opportunity Employer. (22536) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE

SCHOOL OF GENERAL EDUCATION

ASSOCIATE LECTURER (66%) CPVE/YTS COMMUNITY CARE

Salary Scale: £6,843 - £11,865 plus £795 Outer London Allowance

Required from 1st January 1988. The post involves a Course Tutor role in the YTS Community Care course, and an input into the delivery of Science and Caring aspects of the C & G Practical Caring Skills certificate to YTS and CPVE students. The successful applicant would also teach the 'Man and his environment' section of the NNEB syllabus.

Forms and further details (foolscap s.a.e. please) from: Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. To be returned by: 13 November 1987. (10534) 220026

SHEFFIELD
SHIRECLIFFE COLLEGE
Sheffield
ACCESS COURSE FOR ASIAN STUDENTS
LECTURER GRADE I
£6,843 - £11,865
Required from January 1988, a Lecturer Grade I to work with an access course for ESL speakers at Shirecliffe College, Sheffield. The course provides access to a wide range of academic and vocational FE courses in Sheffield for young people of Asian origin.
Will be responsible for developing numeracy skills along with basic science and technology and computer studies through the use of mother tongue.
This is a permanent post to continue the development of the Access Programme. The ability to support the work that presently exists and contribute to the further development is essential and preference will be given to applicants showing evidence of relevant experience. Because of the nature of the course applications will be particularly expected from people who share a language with one of Sheffield's Asian communities.
Application forms and further particulars from the Chief *Administrative Officer*, Shirecliffe College, Shirecliffe Road, Sheffield S5 8XZ, Tel: 0742 768301. Closing date 13th November.
(20493) 220026

SHROPSHIRE
TELFORD COLLEGE OF ARTS & TECHNOLOGY
Haybridge Road, Wellington, Telford, Shropshire TF1 2NP

LECTURER 2 required in Beauty therapy for 1st January, 1988, or as soon as possible thereafter. Applicants must hold aappropriate professional qualifications and Beauty Therapy, preferably supported by Hairdressing qualifications.

Salary: £8,595 - £13,656 per annum.

Closing date two weeks after appearance of advertisement. (10569) 220026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton
(FE)
LECTURER I IN CONSTRUCTION STUDIES
DEPARTMENT OF BUILDING AND SURVEYING
The person appointed will have a background in the Construction Industry, be professionally qualified in Building/Civil Engineering or other associated discipline and preferably will be teacher trained so that he/she can undertake the co-ordination of BTEC First Diploma and First Certificate courses and be capable of teaching BTEC Units including Science and Mathematics.
Application form and further details (sae please) from the Chief Administrative Officer at the College.
Closing date 6th November.
An Equal Opportunities Employer. (10518) 220026

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WEARSIDE COLLEGE
LECTURER GRADE I IN CORE SKILLS
(£6,843 - £11,865)
A suitably qualified person is required for the above post, duties to commence on 1st January 1988.
Further particulars and application forms may be obtained from: *The Principal*, Wearside College of Further Education, Sea View Road West, Grangetown, Sunderland SR2 9LH. Tel: 567 0794.
Closing date for receipt of completed applications 13th November, 1987.
(22573) 220026

SURREY
KINGSTON COLLEGE OF FURTHER EDUCATION
ADULT TRAINING UNIT
Post No. 87.10.10
Temporary Lecturer in Retailing is required to work on the New Job Training Scheme and short courses for industry from January 1988.
Candidates should be good *communicators* and have an enthusiastic approach. A knowledge of information technology would be an advantage. The post may be extended beyond one year.
Salary Scale £6,843 - £11,865 + £795 London Allowance.
For application and job description please write to The Principal, Kingston College of Further Education, Kingston Hall Road, Kingston Upon Thames, Surrey KT1 2AQ.
THE ROYAL BOROUGH OF KINGSTON UPON THAMES IS AN EQUAL OPPORTUNITIES EMPLOYER. (22405) 220026

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following post to be filled with effect from 1st January 1988.
DEPARTMENT OF APPLIED SCIENCE
TEMPORARY LECTURER I IN PHYSICS.
Applicants should be qualified in Physics and be able to teach the subject up to GCE A Level. An ability to teach electronics would be an advantage.
TEMPORARY LECTURER I IN COMPUTING
Applicants should be qualified in computing and be able to teach GCSE, GCE A Level, CPVE courses.
Salary Scale: LECTURER I, £6,843 - £11,865 p.a. (under review). Plus £309 p.a. London Fringe Allowance.
Further information about the post and application forms can be obtained from the Vice-Principal, NESCOT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a stamped addressed envelope. (15316) 220026

SUTTON
LONDON BOROUGH OF SUTTON
ORCHARD HILL FURTHER EDUCATION UNIT
QUALIFIED TEACHERS - LECTURERS I AND II
For profoundly mentally handicapped. (For details see under 'Special Education').
(20375) 220026

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Talbot Road, Stretford, Manchester M32 0XH
PRINCIPAL LECTURER within the Department of Engineering.
Applicants should have the ability to teach a range of subjects within the areas of electronics, computing and electrical engineering and possess a degree of Chartered Engineer status.
SALARY: £14,784 - £16,458 (under review).
LECTURER GRADE II - ELECTRONICS
Preferably with experience to microprocessor systems, in the Department of Engineering.
Applicants should possess a Degree, HND or HNC with Electronics as a major element.
Salary: Within the scale £8,595 to £13,656 (under review).
Further particulars and application form for above 2 posts may be obtained, upon receipt of a stamped addressed foolscap envelope, from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.
(20458) 220026

WALSALL
METROPOLITAN BOROUGH COUNCIL
WALSALL COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER GRADE I IN ELECTRONIC ENGINEERING
Required for 1st January, 1988, candidates should be suitably qualified and have relevant experience in Industrial Electronics and/or Microprocessor applications. The post involves teaching Electronics and Microelectronics to full time and day release students on BTEC courses together with the development of short courses. An enthusiastic approach to the subject and industrial experience are of prime importance. Previous teaching experience, whilst useful, is not essential.
Application forms and further details are available from the Principal's Secretary, Walsall College of Technology, St. Paul's Street, Walsall, West Midlands WS1 1XN, enclosing a stamped addressed envelope.
Closing date: 13th November 1987.
Walsall is an equal opportunity employer.
(22678) 220026

WARWICKSHIRE

NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BH

Tel: 0203 349321

TEMPORARY LECTURER I IN ENGLISH

Required for January 1988 for one term an En*glish graduate to teach En*glish Literature and English Language to A level and GCSE English. Commitment to syllabuses with internal assessment essential.

Salary: Lecturer I £6,843 - £11,865 Bar to £13,656 per annum (under review).

Further details and application forms are available from the Principal's Secretary and should be returned within fourteen days of the appearance of the advertisement.

Warwickshire County Council is an Equal Opportunities Employer.
(22582) 220026

Colleges of Higher Education

Heads of Department

LANCASTER

S. MARTIN'S COLLEGE OF HIGH EDUCATION
Lancaster

PRINCIPAL LECTURER AND HEAD OF THE DEPARTMENT OF COMMUNITY AND YOUTH STUDIES

Applications are invited from well qualified graduates for the post of Principal Lecturer and Head of Community and Youth Studies for appointment from 1st April 1988 or as soon as possible thereafter. The post involves leading a team of colleagues engaged in B.Ed., B.A., Postgraduate Diploma and In-Service courses. Experience in both youth and community work and in Higher Education is desirable.

Further particulars and application forms may be obtained from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by Friday, 20 November.
(99997) 280018

Other Appointments

HARROW

HARROW COLLEGE OF HIGHER EDUCATION

FACULTY OF SCIENCE & TECHNOLOGY

TEMPORARY II IN GENERAL & COMMUNICATION STUDIES

Salary Scale Lecturer I £6,843 - £11,865 + £1,215 London Weighting per annum

Applications are invited for a half full-time post to 31 July, 1988 in the Faculty of Science & Technology. An experienced person is urgently needed to teach General & Communication Studies on BTEC and City & Guilds Engineering course.

Further details and application forms are available and returnable within 14 days to: The Staffing Section, Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP. Tel: 01-864 5422, Ext. 251 or 252.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER.
(22446) 280026

College of St. Mark & St. John

CHAPLAIN

The Colllege seeks to appoint a Chaplain. Candidates should be Anglican priests in Holy Orders and should be graduates. They should have an interest in the development of the Christian perspective within Higher Education in keeping with our times.

The post will involve providing leadership to the religious life of the College, pastoral care, some teaching and involvement in a forward looking programme of Christian educational activities, planned to build constructive links between the College, the community and the Church.

Details may be obtained from the Principal's Secretary. There are no application forms and letters of application and a curriculum vitae should reach the **Principal of the College of St. Mark and St. John Derriford Road, Plymouth, PL6 8BH.**, within two weeks of the publication of this advertisement. Candidates should state their age, qualifications and experience and any other relevant information together with the names and addresses of two referees.
53545

FACULTY OF ART AND DESIGN
DEPARTMENT OF ART
Lecturer II/Senior Lecturer – Art & Design Education
£8,595 - £14,820 Bar £15,873*
(pay award pending)

Required for January 1988 or as soon as possible thereafter at the School of Art and Design Education to work with PGCE (Art and Design) Education students and to contribute to other Courses in Art and Design Education from Diploma to Master's level.

You should have recent Secondary School teaching experience, preferably a higher qualification and to be able to demonstrate an understanding of the broader implications of Design Education. A three Dimensional Design background is preferred but is not essential.

Application forms (returnable by 9th November 1987) and further details from:
The Personnel Officer,
City of Birmingham Polytechnic,
Feeney Building, Perry Barr,
Birmingham B42 2SU.
Telephone: 021 331 5567/5569
53596
Birmingham Polytechnic
An equal opportunities employer.

HUDDERSFIELD POLYTECHNIC
An Equal Opportunity Employer
INFORMATION TECHNOLOGY IN NON-ADVANCED FURTHER EDUCATION PROJECT
COURSEWARE DEVELOPMENT OFFICER – LECTURER II/SENIOR LECTURER REF: ACA743
Salary: LII £8,595 - £13,656
£12,615 - £14,820 (Bar) – £15,873

This post is for a fixed term to 31.3.89 in the first instance with the likelihood of an extension of contract to March 1990.

Applications are invited from graduates with teaching qualifications and experience of staff development in IT with FE from a number of NAFE curriculum areas; Knowledge and experience using microcomputers in a range of IT applications in Further Education is desirable.

The CDO will be jointly responsible with CDOs from two local FE Colleges for relevant stages of courseware development and management in Kirklees LEA.

The post will be contributing to furthering the aims of the DES funded Educational Support Grant IT in NAFE programme.

Further details and application forms (please send SAE) from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH and should be returned to that office not later than 13th Nov 1987.
(63537)

Rolle College,
EXMOUTH
FACULTY OF TEACHER EDUCATION

Applications are invited for the following permanent post, tenable from September 1st, 1988. The person appointed will be expected to contribute to initial and in-service courses. This is a readvertisement, applications already received will continue to be considered.

PRINCIPAL LECTURER
and
CO-ORDINATOR OF HUMANITIES

With experience of and an interest in the humanities curriculum in the primary school; and able to give leadership in this interdisciplinary course within the B.Ed. (Honours) degree. Good academic qualifications in either English or History; ability tocontribute to professional courses in religious studies in the primary school would be an advantage.

Devon County Council is an equal opportunities employer.

Salary Scales:
Principal Lecturer £14,784 – £18,588 (under review).

Further details and application forms from the Secretary to the Principal, Rolle College, Exmouth, Devon. EX8 2AT.
53305

COLLEGES OF HIGHER EDUCATION
continued

LANCASHIRE
S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

LECTURER II/SENIOR LECTURER IN PRIMARY SCIENCE

Applications are invited for appointment from 1st January 1988 or as soon as possible thereafter for the post of Lecturer in Primary Science.

The person appointed will be expected to make major contributions to initial and inservice courses, Primary School teaching experience is essential.

Applicants should possess an appropriate honours degree, successful recent teaching experience, and be fully conversant with primary curriculum development relevant to the teaching of science in the primary age range.

Further particulars and application form are available from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 13th November 1987. (16609) 280026

University Appointments

LEICESTERSHIRE

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
Loughborough
Leicestershire LE11 3TU

DEPARTMENT OF EDUCATION

LECTURER IN EDUCATION (MATHEMATICS)

We are seeking to appoint a Lecturer in Education (Mathematics) whose main teaching responsibility will be in the professional training of mathematics teachers for secondary schools. Teaching practice supervision will be a large part of this work. Candidates should be well-qualified graduate teachers of mathematics with some years' experience in schools; those currently teaching in secondary schools will be considered favourably. Whoever is appointed will be expected to develop active research interests, and to publish in the appropriate academic and professional literature.

The post is tenable from 1 April 1988 and its salary will be on the scale for Lecturer Grade A (effective from 1 March 1988) £9,260 - £14,500 p.a. or Grade B £18,105 - £19,310 p.a.

Details and application forms may be obtained from Paul Johnson, Establishment and Staffing Officer, to whom completed applications should be returned as soon as possible. Please quote ref: 87/59ED. (20484) 350000

Adult Education

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow, Middx. TW5 9PD
Tel: 01-897 2001/5
Acting Head: N.T. Eves, M.A., B.Ed.

Wanted as soon as possible an Adult Education Tutor (.5) until July 31st 1988 in the first instance.

The person appointed will assist the Head of Adult Education and Training in the day to day management of the Adult Education Programme.

For full details please write to the Head enclosing a curriculum vitae, the names of two referees and a s.a.e.

LONDON ALLOWANCE £795 per annum.

CLOSING DATE 11th November 1987.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (22467) 380000

Youth and Community Service

LONDON N5

NATIONAL ASSOCIATION OF BOYS' CLUBS

APPOINTMENT OF REGIONAL OFFICER - SOUTH WEST

Applications are invited from suitably qualified and experienced persons for this senior and challenging post.

The NABC is a major national voluntary youth organisation with Headquarters in London and with Constituent Organisations and some two thousand Clubs throughout Great Britain.

The Regional Officer, as a member of the Field Services team, is responsible for effective liaison and services to Constituent Organisations. Duties include responsibilities for development, training, activities and for representing the NABC interests within the South East Region which comprises of Essex, Kent, Surrey, Sussex, Surrey, Suffolk and London.

The person appointed will preferably be experienced in Boys' Club work.

The Officer will work from a Regional Office and will need to reside within the region.

Working hours include evenings and weekends and considerable travelling is involved for which a car is provided.

Salary scale £13,000 to £15,000 per annum dependent on experience and ability.

Replies please within seven days of this notice.

Application forms and further details are available from: The National Director, National Association of Boys' Clubs, 24 Highbury Grove, London N5 2EA. Tel: 01-359 9281. (22472) 440000

Doncaster Metropolitan Institute of Higher Education

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

LECTURER GRADE 1 (TWO POSTS)

We wish to appoint two lecturers who can teach electronics on a range of courses from YTS to National Diploma Level, who can make a positive contribution to the development of general electronics in the department and offer some area of specialism. Of particular interest would be those who have good industrial experience and knowledge of one or more from:

MICROPROCESSOR APPLICATIONS
INDUSTRIAL ELECTRONICS AND CONTROL
SOFTWARE ENGINEERING
COMPUTER AIDED ELECTRONIC ENGINEERING

A teaching qualification is not essential but applicants should be qualified to degree, HND level or equivalent.

Salary will be within the range £6,843 to £11,865. Placing within this scale is dependent on qualifications and experience. Under conditions which currently exist, after one year at the maximum of the *grade the salary will progress to the Lecturer II scale up to a maximum of £13,866. Salary scales are under review.*

Application forms and further particulars available from and should be returned to Staffing Section, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster, DN1 3EX.

Closing date for applications 13 November 1987.

We are an equal opportunities employer and welcome applications irrespective of race, sex or disability. (63528)

Loughborough University of Technology

IN-SERVICE B.A. (HONS)

DESIGN AND TECHNOLOGY

Recruitment has started for the fourth In-Service course in Design and Technology commencing in September 1988. Teachers update their knowledge and skills to degree level on a one year full-time course followed by a two-term part-time curriculum development study.

Details and application forms from Ms. K.F. Cooper, Department of Design and Technology, University of Technology, LOUGHBOROUGH, Leics. LE11 3TU. Tel. (0509) 222652. 53308

Youth and Community Worker

Salary up to £13,795

A qualified and experienced Youth Worker is required to develop youth work in this challenging position within a Community Development team based at *Parchmore Methodist Church, Parchmore Road, Thornton Heath.* The church is situated in a multi-racial neighbourhood, and black, white and Asian people participate in the life of the centre.

Applications are welcomed from all sections of the community.

Informal enquiries can be made to Bernard Doswell or Dave Morgan on 01 760 5456, or Rev. Peter Sharrocks on 01 764 6707.

Further details and application forms are available from the Director of Education (YSA), Room 9. 17, Taberner House, Park Lane, Croydon CR9 1TP. 01 760 5598. (53309)

CROYDON
An equal opportunity employer

AREA TUTOR FOR ADULT EDUCATION, North Hykenham, Waddington, Wellingore, Brant Broughton.

LECTURER II currently £8,595 to £13,656

Re-advertisement

Required to be based at the Robert Pattison School, Moor Lane, North Hykeham, Lincoln. Candidates should have experience in providing adult education courses and be qualified teachers. The Area Tutor will be responsible for the organisation and administration of adult education based on North Hykeham and a number of detached centres in the area.

Application forms and further particulars from Director of Education (Ref. PC/SYA), Education Department, County Offices, Newland, Lincoln, LN1 1YQ. Closing date for applications 13th November 1987. Previous applicants for this post will automatically be reconsidered.

Lincolnshire County Council

HOMERTON COLLEGE, CAMBRIDGE
Information Technology Education Curriculum Development

LECTURERS in INFORMATION TECHNOLOGY in SCIENCE, ART & DESIGN and MATHEMATICS
(3 Posts)

Applications are invited for 3 temporary posts to start if possible by the 1st January 1988 and to finish on the 31st December 1988. The posts will be in the Information Technology Unit directed by Mr Fred Daly. Successful applicants will be part of a team of lecturers and programmers working with advisory staff, inspectors, teachers and lecturers to design and prepare new educational software and to prepare other materials to support the use of information technology in schools. Appointments will be made on the Lecturer I/Senior Lecturer level (£8996 - £16873). Duties will be concerned with curriculum development funded by the Microelectronics Education Support Unit and also will include some teaching on in-service courses.

Lecturer in IT in Science. Applicants should have experience of teaching with microcomputers, in science theory and practice in a secondary, middle or junior school.

Lecturer in IT in Art and Design. Applicants should have experience in the use of computer graphics and experience of teaching Art or Art and Design related studies in a secondary, middle or junior school.

Lecturer in IT in Mathematics. Applicants should have experience of teaching mathematics with the aid of microcomputers in a secondary, middle or junior school.

Successful candidates could be drawn from schools, LEA advisory teams or centres of teacher education, perhaps on secondment.

Further particulars and application forms can be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom completed application forms should be returned by Monday 9th November 1987. 53328

Co-Ordinator

READING AREA YOUTH COUNSELLING SERVICE
£15,999
"A UNIQUE OPPORTUNITY"

An experienced and skilled counsellor is required for the above post to manage, develop and service the work of the Reading Young People's Counselling, Advice and Information Centre. Applicants should possess proven managerial skills and have practical experience of working with voluntary organisations, *together with training and supervision experience and skills.* The person appointed will be responsible for the work of a clerical assistant, an assistant to the Co-ordinator and an Information Worker and will be required to ensure adequate provision for recruitment, selection, training, support and supervision of volunteers and to maintain a close working liaison with appropriate agencies, both statutory and voluntary. He/she will also oversee and support the work of the Manpower Services Commission sponsored Information Service and will be expected to develop the continuing integration of the Information and Counselling Service.

Comprehensive In-Service training and personal supervision.
Removal expenses in approved cases.
For informal discussion relating to this post, telephone Maggie *Startup on Reading 587260.*

Senior Youth and Community Worker

£10,809-£13,709

Required at Cox Green Youth and Community Centre, Highfield Lane, Maidenhead, to work with the Vicar to form the professional team at Cox Green Centre, which comprises a Community Association, Church of England Church and a Youth and Community Centre, on the campus of a large comprehensive school. He/she will assist young people and adults to identify and meet their own needs and those of the community, and towards a positive advancement of their social and spiritual development.

The person appointed will be responsible for the development of the Senior Youth Club, together with recruitment, training and support of voluntary workers and liaison with other professional and voluntary organisations. Applicants should have the facility to communicate, together with an aptitude for team work and experience of specific projects for young people.

Comprehensive In-Service training and personal supervision.
Removal expenses and assistance with mortgage in approved cases.
For informal discussion, telephone John Davidson, District Youth and Community Officer, on Windsor 861022.

Youth and Community Tutor

£10,200-£13,400

Required at Kennet Youth and Community Centre, Thatcham, to develop a wide and varied programme of activity intended to provide recreational and educational opportunities for young people in particular. The person appointed will be expected to develop positive relationships with the Head of Kennet Comprehensive School, the Head of the Evening Institute and the *Manager of the Sports Centre.* Applicants should be qualified Youth and Community Workers or teachers with youth work experience who have proven organising and administrative skills, together with skills in counselling and group work.

Comprehensive In-Service training and personal supervision.
Removal expenses in approved cases.
For informal discussion, telephone Geoff Hills, District Youth and Community Officer on Newbury 43115.

Youth and Community Tutor

£10,200-£13,400

Required at Turnpike Youth and Community Centre, Avon Way, *Shaw, Newbury. The centre is* based on the campus of Turnpike Comprehensive School and is developing strong links with local community groups and local firms. The person appointed will have a commitment to working out in the local community as well as centre based activities, and will be expected to organise, promote and develop a wide and varied programme of activity intended to provided recreational and educational opportunities for young people in particular. Applicants should have proven administrative and organising ability and strong convictions about the social educational value of youth work. Applicants should be qualified Youth and Community Workers or teachers with youth work experience.

Comprehensive In-Service training and personal supervision.
Removal expenses in approved cases.
For informal discussion telephone Elizabeth Capewell, District Youth and Community Officer, on Newbury 43115.

Application forms and job specifications for the above four posts from Director of Education (YCS), Education Department, Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE PLEASE),

Closing date 16th November applies to all posts.

Royal County of BERKSHIRE
AN EQUAL OPPORTUNITY EMPLOYER

Leisure Services
Youth & Community

Youth and Community Worker

(Hyson Green Boys' Club)
£13,000-£14,200 p.a.

We require an experienced and qualified full-time Youth and Community Worker (male or female) at this large busy club which is part of the Hyson Green/Radford Urban Team Family of Clubs located in the City of Nottingham. The worker will be wholly responsible for the work at this centre, will be accountable to the Team Leader, and will have the support of a large staff team. The work undertaken at the centre requires someone with experience of working in an inner city environment with a multi-cultural setting. The centre caters for males and females and offers opportunities to local young people during both the day time and the evening.

Relocation expenses where appropriate.

For further information or informal discussion contact Martyn Livermore, Assistant Youth and Community Officer South on Notm. (0602) 824200.

Application form and job description are available by writing to Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham NG2 6BJ, please enclose a self addressed envelope. Closing date 13 November. Please quote ref: VB78/145.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

NORTH TYNESIDE COUNCIL
EDUCATION DEPARTMENT

Temporary Youth Leader and Community Worker

Collingwood Youth and Community Centre
(Ref No. 348/87)

Applications are invited from suitably qualified and experienced candidates for the above appointment which involves assisting the Centre Leader with the oversight and continuing development of the statutory youth association and to assist with the promotion, organisation and supervision of adult association activities within this purpose built Youth and Community Centre.

The post is temporary to cover a period of Maternity Leave commencing on 8th November 1987.

Conditions of service are in accordance with the J.N.C. for Youth Leaders and Community Centre Wardens with salary based on Scale level 2 (Points 1-9) £9,400 to £12,600 p.a. for qualified staff.

Closing Date: 13th November 1987.

'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race and marital status.'

North TYNESIDE Metropolitan Borough Council

Write for applications for the above post, including a sae and quoting the job ref. no., to the Personnel Department, 7 Northumberland Square, North Shields, Tyne and Wear NE30 1QQ. 53689

Metropolitan Borough of
CALDERDALE

Social Services Department
Residential and Day Care Services
(Children & Young People)
Skircoat Lodge, Skircoat Green, Halifax

Are you looking for a stimulating, rewarding job where at the end of the day you feel shattered but satisfied?

If so the posts at Skircoat Lodge may be of interest to you.

'The Lodge' is not a traditional Observation and Assessment Centre but is involved in interesting and exciting programmes, devised so that children are encouraged to improve their self-image and their feeling of worth within society.

At Skircoat Lodge anything is possible, but the impossible takes a little longer.

Senior Assistant Officer in Charge

Post No. S&L004
RASC 4 – £9348 - £10302 p.a. (Qualified)
£8790 - £9584 p.a. (Unqualified)

This is an essential Management Post and requires a person who has had experience of working with young people in a residential or day care setting. A social work qualification is desirable.

Education Liaison Officer

Post No. S&L021
S01/2 – £11070 - £12882 p.a.

This is a relatively new post whose main function is to foster good relationships with a number of junior school and all secondary schools in Calderdale so that children can benefit from normal day school provision.

However, it is not always possible to accommodate all children within 'normal day schools' so there is teaching required for a small number of children on the premises.

A teaching qualification is essential with a minimum of 2 years' post entry experience.

An application package for both posts is available from the Director of Social Services, Wellesley Park, Gibbet Street, Halifax. HX2 0BA. Application forms to be returned by 13th November 1987.

This Council is committed to being an equal opportunities employer and service provider. 52469

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

YOUTH & COMMUNITY
continued

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary. (23568) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CROWN HILLS COMMUNITY COLLEGE
Gwendolen Road, Leicester
COMMUNITY TUTOR (YOUTH)
Salary Burnham F.E. Lecturer 2

Required for a busy city community college in a multi-ethnic area of Leicester. This post involves development work with young people and community groups, together with a contribution to the college 11-16 curriculum. Therefore an experienced youth and community worker with teaching experience is required to start as soon as possible, to cover secondment until 31st August 1988.

Further details and application forms available on receipt of s.a.e. from Mr. E. Dudley Smith, Vice Principal at the College. Closing date 13th November 1987. (22609) 440000

LONDON WC1B
LONDON CENTRAL YMCA
112 Great Russell Street, London WC1B 3NQ
requires
DIRECTOR OF YOUTH PROGRAMMES (YOUTH WORKER JNC SCALE 2. 100% Grant aided post)

An enthusiastic person is being sought to develop all aspects of under 16's programme in this sports and social complex.

The successful applicant must have suitable professional qualification and/or experience in Youth work to be eligable for this post.

A full job description, Aims and Purposes of the YMCA together with a personality profile may be obtained from: Miss. Alison Copeland on 01 636 7103 or the above address. (10540) 440000

SOMERSET
COUNTY COUNCIL
COMMUNITY TUTOR (BURNHAM PE LECTURER 1)
SEDGEMOOR MANOR COUNTY JUNIOR AND INFANT SCHOOL
Bridgwater

For January 1988 or earlier if possible. The postholder will be responsible for developing the work of the Family Centre, in particular the Centre's work with the under fives. The post is part-funded by an Urban Aid grant and is tenable in the first instance until 31 March 1988, although there is a possibility that the post will be continued beyond then.

The postholder will be expected to work a ten session week, including some evenings and weekends and will have six weeks paid leave.

Further details and application form (see please) from Mr D.W. Clegg, at the school. Closing date 13th November.

An Equal Opportunities Employer. (10518) 440000

WEST SUSSEX
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY WORKERS
BEWBUSH YOUTH AND COMMUNITY CENTRE
Crawley
Salary: J.N.C. Level 2, Scale 3 £10,500 - £11,400 p.a. plus £309 p.a. London Fringe
Allowance

Applications are invited from suitably experienced and preferably qualified persons for the above post. The person appointed will have the demanding but enviable task to position and create a completely new youth club in purpose built new premises due to be completed in November. There are unique opportunities for developing an exciting programme of sports orientated social education because of the location of this facility adjacent to Crawley Borough Council's Leisure Centre. The Authority offers good conditions of service, training and support. Assistance with removal and resettlement expenses may be given in appropriate circumstances.

For an informal discussion telephone: Tony Addison, Senior Youth and Community Officer : Crawley (0293) 33661.

Application forms and further details are available from: The Youth and Community Office, Education Department, Goffs Park House, Goffs Park, Old Horsham Road, Crawley, West Sussex RH11 8PB.

Closing date 16th November 1987. Interview date 1st December 1987. (22457) 440000

L.E.A. ADMINISTRATION

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

SECONDARY EDUCATION

ART AND DESIGN: (Ref. 1/88)
Applicants should have appropriate specialist qualifications and experience of the full range of the art, craft and design area of the curriculum, including critical studies in secondary schools. Experience of design activities would be an advantage. Extensive teaching experience of studio/workshop based courses is essential.

CRAFT, DESIGN, TECHNOLOGY: (Ref. 2/88)
Applicants should have good qualifications, a breadth of teaching *experience in secondary schools within CDT and an interest in the* development of technology in schools. It is expected that candidates will be familiar with recent curricular and examination developments in the subject and with its contribution to the curriculum as a whole. Some experience of either the primary or tertiary phases of education would be an added advantage.

ENGLISH: (Ref. 3/88)
Applicants should have good specialist qualifications and substantial experience of teaching English in secondary schools. Relevant experience of primary education or of advisory work would be an advantage. Candidates should have an interest in and knowledge about *recent developments in the teaching of English language and/* or literature.

GEOGRAPHY: (Ref. 4/88)
Applicants should have good specialist qualifications and substantial experience of teaching geography in secondary schools. Relevant experience of teaching in the primary or tertiary phases or of advisory work would be an advantage, but it is not essential. It is expected that candidates will be familiar with recent curricular and examination developments in the subject and interested in its contribution to the curriculum as a whole.

MATHEMATICS: (Ref. 5/88)
Applicants should have good academic qualifications in mathematics, substantial experience of teaching the subject in secondary schools and institutions for the training of teachers and a wide interest in education. Applications will also be welcomed from those whose experience includes the teaching of mathematics in primary or middle schools.

MUSIC: (Ref. 6/88)
Candidates should have a degree or equivalent qualification in music and substantial experience of teaching music in schools. Relevant experience of teacher training, higher education or the advisory services would also be an advantage.

SCIENCE: (Ref. 7/88)
Candidates should have good academic qualifications and have taught science in the 11-16 age range and at least one of the separate sciences to 'A' level. Relevant experience of teacher training and/or primary science would also be an advantage.

For all the above posts it will be an advantage for applicants to have an interest in and experience of one or more of the following: curriculum design and organisation, and assessment (in primary and secondary schools); LEA administration, financial organisation and professional support services.

INFORMATION TECHNOLOGY/COMPUTING (Ref. 8/88)

Applicants for this post will be expected to have recent experience of teaching information technology/computing in schools or 6th Form colleges. Expertise in microelectronics, including control technology will be particularly welcomed.

EDUCATIONAL TECHNOLOGY (Ref. 9/88)

Applicants for this post will be expected to have relevant extensive experience of work in the field of Educational Technology. Experi*ence in the following areas is particularly welcomed: educational* broadcasting; media education; open learning; information skills; course development and evaluation; teacher methodology and resource management.

Starting salary for all posts is within the range £18,786 – £25,335. Relocation expenses of up to £5,000 may be payable. Application forms (to be returned as soon as possible and not later than 13 November 1987) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PH. Telephone: 01-934 0798/0799/0800.

The Civil Service is an equal opportunities employer.

L.E.A. ADMINISTRATION continued

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Administrative Assistant
(Further Education)

Salary: PO 43-46 £16,383 to £17,574 per annum (£16,740 to £17,973 per annum wef 1.2.88)

Required in the Education Department, County Hall, Preston.

Applicants should have experience of teaching and management responsibilities in Further Education and a business background is desirable together with good academic qualifications.
The post will be concerned mainly with the development activities to attract external funding to the further education sector, including adult education and the youth and community service, with particular emphasis upon securing support from appropriate EEC Programmes.

Application form and details from Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ, quoting Ref: C0388/1/PJ. (SAE please).

Closing date: 13th November, 1987 53515

DIRECTORATE OF EDUCATIONAL SERVICES

Careers Education and Training Officer

Salary: £15,039 - £16,305 p.a. inc. (under review) (£15,383 - £16,659 w.e.f. 1.2.88)

Barnet is the second largest London Borough with a population of over 300,000 and has excellent links both by road and rail with Central London and the rest of the country. One particularly significant feature of Barnet is the high proportion of pupils who continue their education into the sixth form or further education and who seek advice, information and guidance on higher education, employment and training.

The Careers Service will continue the process of integration with the needs of the Education Service and we are looking for someone who associates with this philosophy and can develop appropriate links with Education as a whole.

You will have the opportunity for input into policy regarding course programmes in schools and colleges and will also be involved in analysing the employment spectrum within Barnet.

To fulfill this role, you will need to be innovative and energetic with sound management experience. Careers Service qualifications and experience would be useful but equally considered would be a teaching background with substantial careers involvement or commercial/industrial experience which has included significant links with a Local Authority Education Service.

For an informal discussion concerning this post, contact Mike Chandler, Senior Assistant Education Officer on 01 368 1265 Ext. 3125.

Closing date 13th November 1987

Ref. 603/160

Application forms and further details are available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, NW4 2EN.

Telephone 01 202 8282 Ext 2372 (01 202 6602 outside office hours).

(53532)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH Barnet

Education
Advisory and Inspection Service

Senior Phase Inspector
(Secondary)
Soulbury H. T. Group 10
£19,260-£20,766 p.a.
(Pay award pending)

General Inspector (2 posts)
Soulbury H. T. Group 9
£18,075-£19,587 p.a.
(Pay award pending)

The above posts are vacant from 1 April 1988 or earlier if possible.

The Nottinghamshire Education Authority is committed to the pursuit of excellence in the education of children and young people in its schools and colleges. The Advisory and Inspection Service contributes to this aim through its three major tasks of assessment, reporting/advising and development. The retirement of some colleagues and the promotion of others has resulted in the three vacant posts described below. All applicants are likely to have significant, relevant and recent teaching experience and currently hold a post of responsibility at a senior or middle management level in a school or college.

Senior Phase Inspector
(Secondary) Ref: A15/ISEC/145

Qualified and experienced candidates are required for this exciting and challenging post created through the retirement of the current postholder. Applicants should be able to demonstrate an understanding of the issues within the secondary phase of education and the ability to lead a team of phase inspectors to respond creatively and positively to the needs of the education service within the County.

General Inspector
(Personal and Social Education) Ref: A15/PS/145

Candidates are sought who, from a broad base of relevant skills and understanding, can contribute fully to the development of personal and social education across the whole curriculum and all phases of education.

General Inspector
(Information Technology) Ref: A15/IT/145

Candidates should be aware of, understand and be capable of supporting the development and use of information technology across the whole curriculum.

The successful candidates (male or female) will be expected to contribute fully to the comprehensive programme of work in the Inspectorate. This will involve working with colleagues at all levels in the service in a range of inspectorial, professional and curriculum tasks.

Relocation expenses where appropriate.

For further details and application forms please write to the Chief Education Officer at County Hall. Please include a large stamped (32p) addressed envelope (31cm x 26cm). Closing date 6 November. Please quote appropriate post title and reference.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Deputy County Careers Officer

Scale PO (3-6): £13,152-£14,301

The present postholder has been appointed to a post of Principal Careers Officer with another Authority and as the successor you will possess enthusiasm, drive, sound and varied professional experience and will have exercised administrative and managerial responsibilities at a senior level in the Careers Service. Commitment to improving professional standards of Careers Service practice will be essential; as will the ability to co-ordinate staff training and work in further education colleges and with young people with special needs.

Application forms and further details from the County Education Officer, Room 501, County Hall, Northallerton, North Yorkshire DL7 8AE (s.a.e. please).

Closing date: 13.11.87.

NORTH YORKSHIRE COUNTY COUNCIL

SHROPSHIRE EDUCATION COMMITTEE

Equal Opportunities Employer

EDUCATION OFFICER — STAFFING

Applications are invited for this new post which arises from a reorganisation of management responsibilities.

The person appointed will be responsible to the Second Deputy County Education Officer for the staffing of schools and colleges in Shropshire.

Applicants should be honours graduates with experience in teaching and management at a senior level, preferably in an Education Office. Salary will be in the range £19,479-£21,429.

Further details and application forms, returnable by 16th November, 1987, from:-

County Education Officer (GEN/8)
Education Department, Shirehall,
Abbey Foregate, SHREWSBURY, SY2 6ND.
(53520)

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

EDUCATION OFFICER Curriculum and In-Service Training

£16,773—£17,976 pa.

This is a key third tier post which is responsible for the management of the Authority's policies for the curriculum, in-service training plan and curriculum development projects.

The person appointed will have a proven record of management of people and resources, and will preferably be a qualified teacher with up to three years experience as a Professional Assistant or Assistant Education Officer.

Comprehensive details and an application form are available from the Director of Personnel, Tameside MBC, Council Offices, Wellington Road, Ashton-U-Lyne, Tameside OL6 6DL. Tel: 061-330 8355 Ext. 3173.

Closing date: 13th November, 1987

AN EQUAL OPPORTUNITY EMPLOYER

NORTHUMBERLAND County Council

FIRST MIDDLE AND SPECIAL SCHOOLS DIVISION

Assistant Education Officer (Salary Grade P02)

Applications are invited for the above post based at County Hall, Morpeth. You will be concerned, initially, with Special Education and the administration of the 1981 Act and with administrative issues in relation to First Schools.

Applicants should be graduates, with teaching experience. Administrative experience, whilst not essential would be an advantage.

Salary £13,449 - £14,625 per annum (w.e.f. 1st February 1988) plus car user allowance.

Application forms and further details can be obtained from the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF on receipt of a stamped addressed envelope. They should be returned by Friday 13 November 1987.

52487

SHEFFIELD COUNCIL
Working for a better City

Post-16 Officer
PO1f £14,301-£15,567

Based in the Continuing Education Division of this large and progressive authority. The post is vacant due to promotion, at senior professional level, and the successful candidate is likely to: • a good honours graduate with a succesful teaching background — not necessarily in FE — and some management experience in an education establishment or an education department of an L.E.A. The principal role will be to assist the Senior Assistant Education Officer — Post-16 Education and Training with the administration of the Authority's five colleges of FE — particularly in relation to resource and personnel management, course approvals, student liaison, and the integration of Post-16 provision made by secondary schools and colleges. There will also be an opportunity for involvement in the development of provision for the unemployed, the ethnic minority communities, and those with special educational needs; as well as the administration of the further education capital programme. There will be a significant contribution to be made to the compilation of the Authority's NAFE Development Plan. Will represent the Chief Education Officer at regional meetings and liaise with elected members, governing bodies, the senior management of colleges and schools, and with other Council departments. In September 1988 the Authority will reorganise most of its Post-16 provision on the basis of six tertiary colleges. Will be closely involved in the preparation for the reorganisation, and also be expected to contribute to the general work of the Post-16 Team of officers. A participative approach to management is essential. Informal enquiries tel John Farrow on 0742 736680.
APPLICATION FORMS AND FURTHER PARTICULARS FROM THE CHIEF EDUCATION OFFICER (REF ST/P/93B), EDUCATION DEPARTMENT, PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ. TEL 0742 735764 TO WHOM THEY SHOULD BE RETURNED BY 13TH (53393)

An Equal Opportunity Employer

L.E.A. ADMINISTRATION continued

PRINCIPAL ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

£24,086 x 4 (603) - £26,478

This important third-tier post at the head of the Schools Division of the Central Education Department in Matlock carries major responsibility in the service. In addition to the management of schools through an area structure, priority concerns are post-primary reorganisation, staffing and the development of policies and procedures arising from recent and impending legislation. The Authority is keen to develop policies which ensure that emphasis is given to equality of opportunities within the context of an integrated approach to educational provision. The Authority has operated curriculum led staff policies for many years and has improved pupil:teacher ratios.

We require a person with experience in teaching and at a senior level in local authority educational administration who wish to join the service of a County Council with a high commitment to its Education Service.

The post carries an essential car user allowance and the County Council operates a scheme of relocation expenses.

Application form and further details, are available from the Director of Education (DD/CW), County Offices, Matlock, Derbyshire, DE4 3AG. Tel Matlock (0629) 580000ext 6412.

Closing date - 13 November 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (53542)

DERBYSHIRE County Council

Supports Nuclear Free Zones

EDUCATION DEPARTMENT

PROJECT DEVELOPMENT AND INFORMATION OFFICER

£13,257 to £14,244 p.a. inc.

Newham's Education Service is on the move. Policy initiatives and service reviews are taking place across many areas. Consultation with the local community is a vital part in all this activity and therefore we are seeking to appoint a Project Development and Information Officer who will have particular responsibility for the consultation process. This will involve the post holder in promoting education amongst parents and the community through encouraging participation and preparing appropriate materials.

As a member of the highly motivated Research and Information Team, the post holder will also be involved in research activities and information support on a range of development projects.

The post offers an excellent career opportunity for a person with at least 3 years experience in a relevant field. This might be social research, eduction, publicity or information services. The successful candidate will be:-

a) skilled at presenting information to a variety of audiences;
b) a competent organiser;
c) committed to the involvement of a multi-racial community in education.

Please quote ref: ASC/420.

Closing Date: 18th November, 1987.

For an application form please write to the Chief Executive's Department, Personnel and Management Services Division, Town Hall, East Ham, London E6 2RP or tel: 01-471 0619 (24 hour answering service).

Newham Council is committed to an equal opportunities policy. This means that the Council is committed to ensuring that no job applicant or employee will receive less favourable treatment on the grounds of race, age, marital status, sex, sexual orientation, disability, or is disadvantaged by condition of requirements which cannot be seen to be justifiable.
All jobs are open for job sharers, unless otherwise stated.

Newham
An Equal Opportunity Authority

Education Division Purley, Surrey

Principal Development Officer

£18,312-£19,506 pa inc (Increasing to £18,708-£19,932 wef 1.2.1988)

This is a new and challenging management post within the Division's re-organised structure. Reporting to the Director of Education, you will be responsible for the Division's monitoring and advisory services, and for the evaluation and development of policies and practices within existing and new services.

You should be a qualified teacher, experienced in special education.

For an application form and job description, contact Carol J Townsend Personnel Officer, The Spastics Society, 840 Brighton Road, Purley, Surrey, CR2 2BH Tel: 01-660 8552. Closing date 17.11.87. (53303)

THE SPASTICS SOCIETY
Putting thought into action
An equal opportunity employer

General Administration

BEXLEY HEALTH AUTHORITY

HEALTH PROMOTION OFFICER

(Education and Training)

£9,280 - £11,154 p.a. inclusive (+ 5% pay award)

We need an enthusiastic and skilled professional to join this busy Unit.

You will assist in the development and support of a wide range of health education/promotion activities with particular responsibility for Education and Training.

You must be able to demonstrate good communication skills and ideally have a background in teaching or formal education. A relevant professional qualification is desirable.

The appointment will be for two years in the first instance.

Car owner/driver essential. Non-smoker.

Informal enquiries welcomed by Mr. B. Madley, District Health Promotion Officer. Tel: 01-300 9701.

Application forms and job descriptions available from: The District Personnel Department, Bexley Health Authority, 221 Erith Road, Belvedere, Kent DA17 6HZ. Tel: 01-301 2533, Ext. 62/64.

Closing date: 13th November 1987.

We are an equal opportunity employer. (22422) 500000

Educational Psychologists

WARWICKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

Applications are invited from qualified educational psychologists to work initially in North Warwickshire. Salary will be at the appropriate pointe on the Soulbury Scale, currently £10,779 - £18,177. An essential car user allowance is payable, and a settling in allowance up to £1,560 may be available in appropriate cases.

Application form and further particulars are available from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, by enclosing a S.A.E. 9" x 6" and clearly stating ref: SP/PAW/EPNorth.

Closing date 18th November 1987.

Warwickshire is an equal opportunities employer. (25578) 580000

Examiners

SOUTHERN EXAMINING GROUP

The Southern Examining Group invites applications for the post of SENIOR EXAMINER for STATISTICS (Paper 3) for the GCSE examinations in 1989.

Applicants should have appropriate qualifications and at least four years' recent relevant teaching experience. Previous examining experience is expected.

Further information and application forms may be obtained from Mr. R. James, The Southern Examining Group, Stag Hill House, Guildford, Surrey GU2 5XJ. (304691) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following:

COURSEWORK MODERATORS (or PSYCHOLOGY (651) at ADVANCED LEVEL for the May, 1988 examinations.

ASSISTANT EXAMINERS for ACCOUNTING (600), GOVERNMENT AND POLITICS (608), PHILOSOPHY (661), CONSTITUTIONAL LAW (618), ECONOMICS (618), LAW (658), SOCIOLOGY (659), PSYCHOLOGY (651), BUSINESS STUDIES (653) at ADVANCED LEVEL for the June, 1988 examinations.

ASSISTANT EXAMINERS for PSYCOLOGY, CHILD DEVELOPMENT (150), DECISION MAKING (SOCIAL AND LIFE SKILLS (177) at ORDINARY (ALTERNATIVE) LEVEL for the June, 1988 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (AS), The Associated Board, Stag Hill House, Guildford, Surrey GU2 5XJ. (20470) 600000

Raising The Standards

Whether it recognises expertise in information technology, agriculture, engineering, professional services or one of over 300 other subjects, a City and Guilds qualification is the hallmark of success.

That's why each year around 600,000 students in the UK and 42 other countries take their City and Guilds. Surprising figures perhaps but ones which make us one of the biggest and most influential institutions of our kind, playing a significant part in shaping the scope and quality of technical and professional training.

Each year the demand for people with specialist skills increases and the range of our services broadens to meet them, which is why we need more

ADMINISTRATIVE OFFICERS

who play a key role, meeting decision makers and customers in administering these services. If you are of degree level, with expertise in teaching, training or educational administration this could be the next challenging step in your career!

Salary will start between £11000—£16000 according to age and experience.

Please send full C.V. to Personnel Officer, City and Guilds of London Institute, 46 Britannia Street, London WC1 9RG by 18th November 1987.

City and Guilds

ROYAL BOROUGH OF KINGSTON UPON THAMES

SOCIAL SERVICES DEPARTMENT

Instructor

Causeway Centre for People with a Mental Handicap
Instructor Potter and Complementary Studies.

Salary £7524 — £8691/£9789 — under review

We are seeking a qualified or experienced designer/craftsperson for our Pottery Section. You will join a team of 11 Instructors who specialise in a craft or social education subject. There exists a link scheme with the local college of Further Education, which will enable you to teach mixed ability groups and participate in the planning and development of craft pre-vocational schemes together with community enterprise initiatives.

You should have teaching or other appropriate qualifications and experienced. Opportunities exist for in-service training in special needs and for your professional development. Contact the Manager. (01) 949 0631 for an informal chat and visit.

Application forms and other details from Staffing Officer SS/HH, Guildhall 1, Kingston upon Thames, Surrey, KT1 1EU. Telephone 01 546 2121, extension 3456 (ansaphone). Out of hours ansaphone 01 546 9876. Quote reference 2704.

Closing Date 13 November 1987. 53465

Royal Borough of KINGSTON upon Thames
An equal opportunities employer

INSTITUTE OF LINGUISTS

GENERAL SECRETARY

Applications are invited for the re-advertised post of General Secretary which fell vacant in October. The General Secretary is the chief executive of the Institute, and candidates should have administrative and financial ability, and an understanding of the British educational and professional scene, with special regard to languages.

This is a challenging post, requiring ability, commitment, flair, and enthusiasm. Salary negotiable.

Further details from the Institute of Linguists, 24a Highbury Grove, London N5 2EA. Closing date for applications 20 November. (53552)

DURHAM COUNTY COUNCIL

SENIOR SPECIALIST EDUCATIONAL PSYCHOLOGIST

Soulbury Salary Scale — At present Old Burnham Head Teacher 8 — linked £17,793 - £18,368

Applications invited for post of senior specialist educational psychologist working with children with severe emotional and behavioural problems in specialised settings. This is a post which requires extensive successful experience and interest in therapeutic intervention. The post also demands skillful liaison with colleagues within the Psychological Service and in other agencies involved.

Applications will only be considered from graduates holding a good honours degree in Psychology and an approved post-graduate qualification in educational psychology who have qualified experience in teaching and as a fully qualified educational psychologist.

A Casual Car User Allowance is payable.

Further particulars and form of application (to be returned by 16th November, 1987) on receipt of stamped addressed envelope from the Director of Education, County Hall, Durham DH1 5UJ.

(53541)

Outdoor Education

DARTMOOR EXPEDITION CENTRE. Outdoor Education (11/18s. Climbing, caving, canoeing, sailing, camping etc. Qualified instruction. Field trips, GCSE, TVEI, Duke of Edinburgh etc. Also Mountain walking Leaders Training Courses. Est. 15 years. John Earle, Dartmoor Expedition Centre, Widecombe, Devon. (03642) 249. (16067) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses. Senior & Junior Schools, T.V.E.I., Y.T.S., Management Training, Individuals and families.
For the best in instruction, equipment, facilities and value Tel: Bideford (02372) 75992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG for brochure.
Founder member of British Activity Holiday Association.
See our advert on Page 20. (16282) 680000

SURREY
GREENACRE SCHOOL
Sutton Lane, Banstead
Part-time Teacher with specialist qualifications for teaching English as a Foreign Language required to work with small groups of girls, between 1 p.m. and 5 p.m., three days a week, commencing in January.
Please apply by letter to the Headmistress giving c.v. and names of two referees. (22786) 700000

WORCESTERSHIRE
Required for January 1988 a qualified teacher of E.F.L. This is a residential post in a girls boarding house.
Apply with CV and names and addresses of two referees to The Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF. (20863) 700000

WORCESTERSHIRE
Available in January 1988, Senior EFL position in residential International school. Deputy Head of English and House-master. RSA Dip., or PGCE TEFL with at least 3 years experience. A background in Cambridge FCE desirable.
Apply with CV and names and addresses of two referees to The Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF. (20862) 700000

English as a Foreign Language

BOURNEMOUTH
TEACHER/TEACHER TRAINER
International Teaching and Training Centre invites applications from qualified English Language teachers with teacher training experience on Royal Society of Arts, Certificate courses. Applicants must have a minimum of 5 years' EFL teaching experience and the RSA Diploma.
Further details from: ITTC, 674 Wimborne Road, Bournemouth BH9 2EG. Tel: 0202 531355. (20850) 700000

CAMBRIDGESHIRE
THE CAMBRIDGE CENTRE FOR LANGUAGES
Sawston Hall, Cambridge CB2 4JR

TWO SENIOR TEACHERS from January 1988 or later on incremental salary starting between £9,000 and £12,000, depending on qualifications and experience; special responsibility for development of (1) EAP/literacy and cultural aspects of EFL teaching, and (2) Video and CALL. For both posts should have an M.A. or equivalent in applied ling. or EFL, 5 years teaching experience and competence in at least one foreign language. For post (1) M.A. should be in App. Ling/English Studies and the foreign language preferably European.

Please send handwritten letter with phone number, cv and address of 2 referees to the Registrar (0223 835099). (22680) 700000

DO YOU HAVE THE RSA DIP. TEFL? We are currently interviewing for a post in January 1988. (There may be some work sooner). We pay Burnham FE salaries (starting around £10,000 p.a. depending on qualifications and experience) for 25 hours teaching weekly. Foreign language(s) and ability to teach Business English an advantage. Write with c.v. to: The Principal, SMS College, 34/35 Fitzroy Square, London W1P 6BP. (23679) 700000

LONDON W2
R.S.A. Certificate in T.E.F.L. Full-time and part-time courses throughout the year.
Fee £440 inclusive of R.S.A. registration fee.
Information and application forms from Marble Arch Teacher Training, 21 Star Street, London W2 1QB. Tel: 724 2217. (39930) 700000

SHEFFIELD
SHEFFIELD CITY POLYTECHNIC
Are you a graduate or teacher interested in working overseas? Why not train to teach English to Speakers of Other Languages? Upgrading courses for experienced teachers also available.
Open Polytechnic Distance Training programme plus short residential block leading to: Certificate in TESOL, Associate Diploma (TESOL), Licentiate Diploma (TESOL), Fellowship (TESOL).
For full details write or phone: The TESOL Centre, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB. Tel. (0742) [illegible] 700000

English as a Second Language

HOUNSLOW
PRIMARY CLS TEAM
Required as soon as possible, full-time experienced Nursery/I/J teachers (Main Scale) with appropriate qualifications (e.g. RSA in TESL or Community Languages) and/or experience to join our language support team. Ability in other languages would be an advantage. A temporary post is available.
This is an opportunity to work with a lively group of specialists committed to supporting our bilingual pupils in a borough with a policy on multi-cultural education.
Phone or write for application form to Mrs R. Carter, Co-ordinator, Primary CLS Team, Smallberry Green Centre, London Road, Isleworth TW7 5AR. Tel: 01-560 4512 within 7 days.
LONDON ALLOWANCE £795 PER ANNUM.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (22471) 710000

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
PLASHET SCHOOL
Plashet Grove, London E6 1DG.
Head Teacher: Miss H. Williams
Number on roll: 1,000 (girls)
HEAD OF ENGLISH AS A SECOND LANGUAGE DEPT.
Scale/Group of post: Incentive Allowance 'B' (£1,002)
Required September/April 1988 or as soon as possible.
Experienced teacher in collaborative learning required to lead a team of teachers in multi-ethnic school. Mainly mainstream support work throughout age range 11-18 years.
London Allowance £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 10.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20480) 710000

Miscellaneous

SUMMER JOBS ABROAD FOR CHILDREN'S COURIERS

Experienced people, over 20, needed to organise activities for children on camping holidays in Europe, Mid-May to Mid-September.

Write for full details to: Dave Lord, Children's Couriers Dept. TCI, Eurocamp Travel Ltd., Tatton St., Knutsford, Cheshire WA16 6BG. (20376) 660000

WIMBLEDON NURSERY requires experienced nursery/young infant teacher. Mornings only. Tel: 01-540 2388 or 01-870 7160. (22512) 660000

KENT
CONSULTING / ADVISING / SELLING / TRAINING ON MICRO COMPUTERS
Geerings of Ashford in Kent are seeking a manager for their new Mirco Computer and Word Processor department.
The manager will be responsible for advising, selling and training potential customers on a range of leading brand Micro Computers and Word Processors.
We are looking for a person with in-depth knowledge of Computers and customer training.
Geerings will provide training in sales and marketing.
Good basic salary plus bonus. Company car. Opportunity to advance in established company.
Ring or write for an application form: Alan Creasey, Director, Geerings of Ashford Limited, Cobbs Wood House, Chart Road, Ashford, Kent TN23 1EP. Tel: (0233) 33366. (22457) 660000

2 EFL MANAGING DIRECTORS
in Canterbury

We are restructuring Pilgrims into more independent, market responsive Divisions. This will create 2 exciting and new leadership opportunities over the next 3/18 months.

If you can demonstrate:

* real leadership potential
* excellent people skills
* total commitment
* high drive
* an entrepreneurial flair

and you would like to negotiate your salary on a scale between £12,000 and £20,000 plus significant performance-related bonuses, please write enclosing photograph, *in confidence* to me:

James Dixey, Managing Director
Pilgrims Language Courses Ltd
8 Vernon Place
Canterbury, Kent CT1 3YG

PILGRIMS ENGLISH LANGUAGE COURSES

ASSISTANT MANAGER

REDBRIDGE SPORTS CENTRE TRUST LTD

We require an Assistant Manager to join a young and enthusiastic team managing this independent multi-sports complex. The Centre, winner of the 1986/7 Greater London Sports Council's Management Award, provides a challenging opportunity for a self-motivated person. Applicants, probably aged between 21 and 30, should have relevant qualifications in either recreation management or physical education. The position offers a wide range of managerial responsibilities and excellent training for career advancement. The Centre caters for 20 activities but is particularly well known for racket sports and so an interest in such activities would be an advantage.

Starting salary – £7,500 p.a.

Accommodation available if required.

Application forms and further details from the Secretary, Dept. TE, Redbridge Sports Centre Trust Ltd, Forest Road, Barkingside, Essex IG6 3HD. Phone No. 01-501 0019.

Completed application forms to be returned not later than Friday 20th November 1987.

(53570)

BBC Open University Production Centre
Milton Keynes

PRODUCER/ASSISTANT PRODUCER

Mathematics and Information Technology

The BBC Open University Production Centre produces broadcast output and an increasing amount of video-cassette and audio-cassette based material, both for the Open University and also for outside agencies involved in education and training. We seek staff to work initially in the areas of mathematics education and information technology, particularly software engineering and artificial intelligence.

You should have a good degree in an appropriate subject area and significant relevant experience in industry or education. While there are no formal age qualifications, it is unlikely that those younger than 25 would have adequate experience.

The nature of the department's output is such that you will need to be able to demonstrate an informed interest in and commitment to adult education, distance learning and industrial training. An up-to-date knowledge of computing or mathematics education is essential. Some ability in the creative or performing arts will be an advantage. The most important characteristic sought is the potential to visualise and develop effective television and radio teaching while working under pressure as a member of a team. Production training will be provided where necessary.

Salary £10,881 – £19,975 per annum negotiable depending on age and experience. A payment of £1,066 per annum is given to compensate for irregular hour working. Based at Milton Keynes.

Contact us immediately for application form (quote ref. 8319/TE and enclose s.a.e.) **BBC Appointments, London W1A 1AA. Tel: 01-927 5799.**

BBC

We are an equal opportunities employer

Shropshire Education Committee
Equal Opportunities Employer

Applications are invited for the post of

Warden

of the Shropshire Outdoor Education Centre, Arthog, Gwynedd.

Required Easter 1988. Applicants should be qualified teachers, preferably graduates in geography, biology or related subjects, with substantial experience in management of outdoor education. Applicants must hold a current driving licence. The post is non-residential.

Salary is equivalent to Head teacher group 5 (£17751) plus an additional duties allowance (currently £2949). Local Conditions of Service.

Application forms and further details are available from the County Education Officer, (STA/79), Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. (Telephone 254409) to whom applications should be returned by 20th November 1987.

53886

Shropshire County Council

FIFE REGIONAL COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION COMMITTEE

ARDROY OUTDOOR CENTRE

RESIDENT TEACHER

Applications are invited from REGISTERED Teachers for the above appointment.

The applicants would be expected to have knowledge and experience across the whole spectrum of outdoor pursuits, and to exhibit a high standard of expertise in one or more of the following:– Mountain Activities; Sailing; Canoeing.

Salary: This is in accordance with Secondary Teachers' Memorandum
Scale – £13701 - 14100 - 14999

Application forms may be obtained from the Director of Education, Regional Headquarters, Fife House, North Street, Glenrothes, to whom completed forms should be returned not later than Friday 13th November, 1987.

53584

MISCELLANEOUS continued

EDITOR

(Educational Publishing)

Cambridge University Press are seeking an Editor to develop our lists in the area of pre-vocational, vocational and further education.

Applicants should have either relevant experience in publishing (editorial or perhaps marketing), or at least teaching experience in school, or preferably further education.

Salary is due for review in January, but at 1987 rates would start between £8,962 and £9,841 on a scale rising to £12,478. The pension scheme and other terms and conditions of employment are excellent.

The right of the University of Cambridge to print and sell all manner of books was granted by Henry VIII in 1534. The University has printed and published continuously since 1584.

Please write with full CV, quoting current salary details and requirements to:
Mrs Christine Lawless, Personnel Manager

Cambridge University Press
Publishing Division
The Edinburgh Building,
Shaftesbury Road, Cambridge CB2 2RU

CAMBRIDGE NEW YORK NEW ROCHELLE MELBOURNE SYDNEY

BOROUGH ENGINEER'S DEPARTMENT

Assistant Road Safety Officer

(Education), S5
Salary up to £10,392
plus Casual User Car Allowance

Do you have } experience in teaching/instructional techniques or Road Safety qualifications/experience YES?

Then this is the job for you.

We need an energetic and self motivated person to join a small team involved in developing and expanding Road and Water Safety education, training and publicity activities within the Borough.

The post includes a variety of duties with particular emphasis on the organisation of traffic education programmes within schools and educational establishments.

Applicants should preferably hold a current driving licence and have a car available for work.

The Barking and Dagenham employment package includes: 35 hour basic week – staggered hours – up to 38 days leave.

Interested? Then why not call us for a comprehensive job description and full employment details.
The Number you need is 01-592 4500, Extension 3232.
Closing date: 9.00 a.m. Monday, 9th November 1987.

53310

Barking & Dagenham

An Equal Opportunity Employer

Tired of Teaching in Schools? Looking for an Alternative?

AIR CALL COMMUNICATIONS Has the Answer

Aircall Communications Ltd is part of the largest independent telecommunications company in Europe. In Britain alone we provide a wide range of paging, cellular radio, high speed data transmission and media response services to literally thousands of people every day.

In response to the rapidly growing demand for our services, and in recognition of the contribution staff training has made to our success, we are seeking to strengthen our current team by recruiting

2 Branch Trainers

for our central and north London sites.

Interested applicants should have a teaching qualification, together with some experience of teaching a human relations or business orientated subject, be between 20 and 30 years old and have an interest in working in an environment which demands the highest professional standards from all of its staff.

In return, we offer a starting salary of £9000 plus a performance related payment, plus planned career development, good training resources and enough independence to make a real impact on the company's future.

Please write to The Human Resources Manager at
108/110 Rochester Row
London SW1P 1JP
for an application form or alternatively, ring her on 01 834 9000.

Your career in communications is just a call away.

53571

THE SECONDARY SCIENCE CURRICULUM REVIEW
wishes to appoint

Regional Project Officers

SSCR

one for the SOUTH WEST region and one for the MIDLAND region to help equip teachers to implement balanced science, and promote Review findings, until the end of August 1989.

Candidates should be experienced science teachers with energy and insight plus good communication and negotiation skills.

The posts are available on a fixed-term contract basis on a salary between £12,150 - £15,500; alternatively, candidates may apply for secondment on current salary plus an allowance. The posts are based within the regions concerned; a lease car is provided.

Further particulars and application form from:
The Personnel Section, School Curriculum Development Committee, Newcombe House, 45 Notting Hill Gate, London W11 3JB. Telephone No. 01-229 1234 ext 250.
Closing Date: 16 November 1987.

53569

Curriculum Development Officer

KING'S CROSS UP TO £17,500

To prepare competance based descriptions and related test material for use in Institute Schemes concerned with **COMPUTER SCIENCE, APPLICATIONS** and **PROGRAMMING.**

Applicants should have gained relevant experience in Industry/Commerce and Education, together with expertise in at least three of the following:

Programming, Systems Analysis, Computer Applications, Computer Architecture, Microprocessors, Educational Technology, Curriculum Development and Testing.

Please send full C.V. to Personnel Officer, City and Guilds of London Institute, 46 Britannia Street, London WC1X 9RG, before 13 November 1987.

City and Guilds C+G

Overseas Appointments

CALIFORNIA SCHOOL DISTRICT addresses and salaries. Send SAE for information to W.D. Walker, 10 Westminster Avenue, Kirkby, Notts. NG17 7HY. (39248) 720000

FRANCE
French Company at Caen, in Normandy area, requires English teacher for a 2 to 3 month period. Working week: Monday to Friday.
Tel: (France) 31.85.12.69 for further information - ask for Janet Saint Martin. (16596) 720000

GENT IN CENTRAL BRITISH COLUMBIA seeks one year job exchange teaching History/Geography to 'O' level. Initial contact for information 0226 767328. (20488) 720000

ROME
Required for minimum February 1988 to February 1989 with likely extension to end of school year, well qualified graduate to teach GERMAN to pupils in 14-18 age range GCSE/A Level Ability to take some French or Latin with middle would be helpful.
Letter of application, SWIFTAIR/EXPRESS, CV, photo and names, telephone nos. of 3 referees to: A. Jarvis, M.A. - Acting Headmaster, St. George's English School, Via Cassia Km. 16.00, 00123 Rome.
Tel: Rome 3790141 from whom further details may be obtained.
CLOSING DATE - 16th NOVEMBER 1987. (16563) 720000

WANTED: Teacher of French in British state school interested in Central Bureau Exchange Post in France 1988-9. Write C. Martin, 08390 Montgon. (22513) 720000

ENGLISH TEACHER OF FRENCH Willing to work with French Scolastic Organisation Seasonal. Any Area. Further details kindly write to Pierre Deschamps, S.I.L.C. 32 Rempart de l'Est 16022 Angouleme Cedex, France. (20877) 730000

Posts Overseas

Chile

Head of English
The Grange School, Santiago

A co-educational day school with a distinguished reputation throughout Chile for providing education based on the British system to the 5-18 age group.
Duties: to oversee the teaching of English within the school. The Head will be required to prepare students for the Cambridge 'O' level and the Higher Level International Baccalaureate and teach EFL to the 11-18 age range. Instruction is in English and the Head will be required to teach 25 hours per week.
Qualifications: degree in English, 6 years' relevant experience. TEFL qualification desirable.
Salary: £12,000-£13,600 p.a. reviewed annually paid in sterling (income tax 20-25%).
Benefits: –Settling-in allowance
–Free fully-furnished accommodation including heating, light, water, gas and electricity
–Low cost medical scheme
–Free educational facilities for expatriate children
–Fares and baggage
–Contribution to UK superannuation scheme.
Contract: to start February 1988, for a period of two years.
Closing date for applications: 20 November 1987.
Reference: 87 B 58 T

Teach English Overseas for the British Council

The British Council is recruiting Teachers of English as a foreign language for its Teaching Centres in:
• Ecuador • Indonesia • Malaysia
• Spain • Sri Lanka • Thailand
Qualifications: the minimum requirement is a degree or teaching qualification and an RSA Dip TEFL or PGCE TEFL and at least 2 years' TEFL experience. Candidates who do not meet these requirements should not apply.
Salaries: an attractive salary package is offered. Details vary according to country.
Extra Benefits: for all posts include airfares to and from post, baggage allowance and paid leave. Many posts offer further benefits including medical insurance/provision and an accommodation allowance.
Contract: 2 years, renewable (Spain: 3 years non-renewable; Thailand: 2 years non-renewable).
Starting date: end December/early January 1988.
Closing date for applications: 16 November 1987.
Full details of all posts from the address below.
Please quote reference 87 D 125 T

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries

Sierra Leone

Post: English Teaching Adviser, National Curriculum Development Centre, University of Sierra Leone.
Duties: to advise on curriculum, innovation and change at all levels of schooling and primary and in-service teacher training.
Qualifications: MA in TESL; experience of teacher training, curriculum and materials development and evaluation; at least 5 years' overseas experience.
Salary: £13,998-£19,603 p.a. free of UK income tax.
Overseas allowances: nil-£4,248 p.a. depending on salary and marital status.
Date of appointment: as soon as possible.
Contract: initially for 2 years with the British Council.
Closing date for applications: 13 November 1987.
Reference: 87 K 63 T

Benefits for the above post: free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowances; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

OVERSEAS POSTS
continued

NIGERIA
Vacancy in January for Class Teacher with 3-5 years experience in International Primary School (roll 120). Work quotas, free flights and accommodation. Good remuneration. Contact: The Headmistress, P.O. Box 2047 Kaduna North, Nigeria. (20622) 720000

ICELAND
WANTED: JACK OR JILL of all musical trades, to teach at music school in Iceland. Keyboard ability essential.
C. £12,000, fare and rent allowance. Family accommodation.
Enquiries: Ralph H. Hall, P.O. Box 415, Isafjordur, Iceland. (20465) 720000

GREECE
ATHENS INSTITUTE
Requires urgently two graduate E.F.L. teachers to teach all levels up to Proficiency. Salary 70,000 drachmas. P.m. hours 28 p.w. Furnished flats available nearby.
Phone immediately Athens 8625987. (22788) 720000

JAPAN
TEACH ENGLISH IN HIROSHIMA
Japan
We are a well-established language school with 17 full-time teachers. New positions are available in November, December, February and March. These positions are suitable for qualified or experienced E.F.L. teachers who value working in a professional but very friendly atmosphere. The students are of all ages and are a pleasure to teach. The school is growing and the future looks quite exciting. There are also chances to teach at high school or university.
The pay and working conditions are good and there is accommodation very close to the school.
Please send a C.V. and photo to The Principal, D.E.H. Kamiya-cho, 5-17, 1-Chome, Naka-ku, Hiroshima. (22408) 720000

KINGSTON, JAMAICA
Required from JANUARY 1988, for a minimum of two years a Deputy Headmistress for this happy, friendly culturally diverse school.
Applications are invited from very traditional teachers (of the old school) who must be of strong but diplomatic character, experienced across whole primary age range, with absolute commitment to quality.
Subsidised accommodation for initial three months.
Write, enclosing full C.V. to Miss J. Guffe, 91 Waterloo Road, London SE1 8XP. (22549) 720000

PORTUGAL
PRINCE HENRY INTERNATIONAL COLLEGE
Vale do lobo, Almancil, The Algarve, Portugal
Required immediately, experienced Primary teacher, preferably able to take Boys sport.
One year contract (renewable).
Assistance with travel, housing.
Applications, C.V. and photo to: The Principal. (22516) 720000

GREECE
Wanted for 1988 qualified T.E.F.L. to teach children, all ages.
For further details please apply in writing with C.V. and photograph to: Elda Maranaki-Dima, English Language School, P.O. Box 38, Rethymno, Crete 74100, Greece. (29855) 720000

SPAIN
HEADMASTER/ HEADMISTRESS
Required for international school in Mallorca, Spain for September 1987.
English curriculum to advanced level and also Spanish school programme.
Pupils from 3 - 18 years.
Though English is the medium of instruction, a knowledge of Spanish would be an advantage.
We are looking for a dedicated and enthusiastic educator and organizer who can inspire staff, earn the respect of pupils and gain the confidence of parents.
Interviews in London in January.
Please write before November 27th for full details to: Correos, P. O. Box 20093, Ferreno, Palma de Mallorca, Spain. (22745) 720000

SPAIN
THE ENGLISH MONTESSORI SCHOOL
Madrid
A British mixed, day school, N.O.R. 500, Ages 3-14 yrs
Requires
1) A teacher for the 3-5 age range.
2) A teacher for the Middle Lower Secondary age range with interest in Science.
Teaching in private bilingual education abroad is a demanding job. Only qualified, adaptable teachers, with at least two years' teaching experience should apply, to: The Headmaster, T.E.M.S. Edhardo Vale, 10 Aravaca, 28023 Madrid.
Please include a c.v. and the telephone numbers of two referees. Interviews will be held as soon as possible. (22614) 720000

TANZANIA
SENIOR ECONOMICS OR BUSINESS STUDIES TEACHER
For GCSE and IB classes (A Level Standard) urgently required by the International School of Tanganyika in Dar es Salaam, Tanzania (1,300 students, 3-19 years, from ... countries). Net monthly salary range U.K. Pounds 639 - ... (approx. 40% paid in Sterling, rest in local currency), plus free accommodation.
Please send C.V. (sounest (include telephone number) together with names and addresses and telephone numbers of 3 professional referees to Box 1st, European Council of International Schools, 21 Lavant Street, Petersfield, Hampshire GU32 3EL, England (22756) 720000

USA RECRUITMENT
Tel: 01-987 0434. C.V. to Exodus, 128 Balfron Twr., St Leonard's Rd., London E14 0QP. (34084) 720000

WEST INDIES
Unusual opportunity for an unusual person. Suit retired head teacher. Must have private school experience to common entrance. Exceptional school in lovely surroundings on beautiful island. Possible partnership.
Write to Lomas Oast, Sandhurst, Kent TN18 5PT.

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A Practical and thorough week introduction to Teaching English as a Foreign Language from Pilgrims, the TEFL pioneers.
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Phone or write to: Tony Edwards, Pilgrims Teacher Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: (0227) 455466. (06149) 760000

YOKOHAMA INTERNATIONAL SCHOOL

required for September 1988

A teacher of

General Science and Chemistry

to International Baccalaureate Level or A-level

The position is a one year contract for the School Year 1988-89. Applicants should have at least one year's experience and would be required to participate in extra-curricular activities and be responsible for pastoral duties. Single teachers are preferred. Air fares are provided at the beginning and end of the contract.

Applicants should write sending a brief resume which should include the names of three referees to:
The Headmaster
Yokohama International School,
258 Yamate-cho, Naka-ku, Yokohama, Japan 231

Interviews will take place in U.K. in December 1987 or January 1988.

53987

RAS AL KHAIMAH ENGLISH SPEAKING SCHOOL U.A.E.

Paces Recruitment Consultants have been instructed to recruit a

Reception Class Teacher
(for 12 4½-6½ year olds)

For this small school, with British, European and Arab expatriates (3½ yrs to 11½ yrs). The school complex consists of one main building divided into two junior and four purpose built nursery, reception and infant classrooms with a hall, gymnasium etc.

A British type curriculum is followed and teachers also participate in afternoon activities.

Generous tax free salary, including overseas allowance and end of contract bonus and superannuation/or labour law gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity, return air fare and baggage allowance. Only U.K trained and fully qualified teachers with a minimum of 2 yrs experience should apply. The successful candidate would take up the post in January at the latest.

Interviews in London in November.

Please forward 2 copies of each of the following:
Letter of application, (in own hand writing), CV, names of 2 referees and recent photograph to:
Dept. H. Paces,
6B. Eccleston Gardens,
St. Helens WA10 3BN. within 14 days.
Candidates requiring an acknowledgement should enclose a stamped addressed evelope.

53729

CAMPION SCHOOL

Readvertisement

The Campion group of schools comprises three separate co-educational international schools in different parts of Athens with a total enrolment of 700 pupils between the ages of 3 and 18. There are 75 academic staff, the majority trained in the United Kingdom. The school is in membership of G.B.A. and the Headmaster is an overseas member of H.M.C. Applications are invited for the following posts for January 1988:

Head of Drama
A fully qualified teacher to promote educational drama and take an interest in language development throughout the school. An ability to teach dance would be an additional advantage.

Historian
A fully qualified teacher to be second in the Department, to share the teaching of history to A-level and GCSE. An ability to teach English would be an additional advantage.

Posts would be on a two-year contract initially, but this is renewable by mutual agreement. Applications should be sent to the Headmaster: A.F. Eggleston, O.B.E., M.A. (Oxon), Campion School, P.O. Box 65009, GR154 10 PSYCHICO, ATHENS, GREECE. (010301-8133-883). Applications should include the names, addresses and telephone numbers of two referees.

Saudi Arabian International School

DHAHRAN DISTRICT

TEACHING COUPLES NEEDED

SAUDI ARABIAN INTERNATIONAL SCHOOLS — DHAHRAN DISTRICT

The Saudi Arabian International Schools — Dhahran District are seeking experienced primary level teaching couples for their British Stream schools.

A minimum of two years primary school teaching experience in any of the following curriculum areas would be advantageous:
- Reading/Language
- Computer Education
- Science
- French

Salary Range: Pounds Sterling 10,990 to 16,795 per person depending upon years of experience and professional preparation.
Benefits: Furnished Housing with Paid Utilities
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Termination of Employment Bonus
Commencement Date: Late August 1987
Qualified and interested parties should sent letter of applications and curriculum vitae to:

Personnel Director
Saudi Arabian International Schools
P.O. Box 81 — Dhahran Airport
Dhahran, Saudi Arabia 31932

(50656)

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We are looking for English teachers with experience in SATURATION ENGLISH/TOTAL IMMERSION techniques to teach for these courses.

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Case postale 210
CH-1815 CLARENS/MONTREUX
SWITZERLAND**

(53523)

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INTERNATIONAL SCHOOL OF AMSTERDAM
seeks a

DIRECTOR

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Box ISA,
European Council of International Schools,
21B Lavant Street,
Petersfield, Hampshire GU32 3EL
England.

(53656)

THE DARWIN INTERNATIONAL GRAMMAR SCHOOL
Northern Territory, Australia

Applications and recommendations are invited for the position of

HEAD

of The Darwin International Grammar School which will open in 1989 with an initial enrolment of 200 students increasing progressively to a projected maximum of 1250 two-thirds of whom are expected to be boarders.

This independent co-educational residential non-denominational School will prepare its senior students for the examinations of the International Baccalaureate and will seek a relationship with the United World Colleges movement.

The remuneration of the Head will be commensurate with that of the Head of a major independent school in Australia. Appointment will be for an initial period of five yers, renewable by mutual consent.

The date of appointment will be negotiable, but it is expected that the Head will take up the position not later than 1 April 1988.

Applications and recommendations should be directed by 30 November 1987 to The Chairman of the Selection Committee, The Darwin International Grammar School, GPO Box 1164, Darwin, NT 5794, Australia, telephone 089-27 6474 from whom further information can also be obtained.

(53607)

CHARLOTTE MASON
College of Education

Are you a qualified teacher who wishes to re-train for primary schools?

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Certificate in Applied Education

For full details and an application form, please write to:
Miss E. Clark,
P.G.C.E. Secretary,
Charlotte Mason College,
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Cumbria LA22 9BB.

53091

EDUCATION COURSES
continued

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Please send S.A.E. to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG. (39427) 760000

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PREP SCHOOL TEACHER required to coach pupil preparing for C.E. Latin 2 hours per week. Mutually convenient time. Wimbledon area. Box TES 00837, Priory House, St John's Lane, EC1M 4BX. (22507) 770000

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TUTORS REQUIRED, all subjects, London area. 997 3076 (agency). (22525) 770000

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Management in Education
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53517

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Strawberry Hill,
Twickenham,
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Telephone (0742) 665274 Ext 3226.**

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Sheffield City Polytechnic

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(50650)



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